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ABSTRACT

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets, instructional materials, forms, transparency masters, and recipes, is designed to introduce the students to food preparation and services. The learning activities are organized according to objectives, procedures, and resources and cover the following areas: orientation to food service employment, manager, cashier-hostess, waiter-waitress, bus boy, car hop, baker, cook, short order cook, meat cook, kitchen helper-pantryman, beverage worker, dietitian, and future educational opportunities. A job analysis form, suggestions for field trips, both teacher and student evaluation forms for tours, lab evaluation sheet, termination project, and a list of job training films are appended. (JB)

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CAREER EXPLORATION 9 - 10

EXPLORING OCCUPATIONS

IN

FOOD PREPARATION AND SERVICES

Second Edition - 1973

CAREER DEVELOPMENT K - 10

CINCINNATI PUBLIC SCHOOLS

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CAREER EXPLORATION

CINCINNATI PUBLIC SCHOOLS

Grades 9 - 10

EXPLORING OCCUPATIONS IN FOOD PREPARATION AND SERVICES

Second Edition
1973

FOREWORD

This manual is one of a series produced by the Cincinnati Public Schools as a part of a project designed to provide Career Exploration for students in grades 9 and 10.

It is designed to provide activities and information about a Group Work Trait that will provide a more in-depth study than presented in Career Orientation in grades 7 and 8.

This is a tentative guide and has been developed for the purpose of field testing and revising based upon feedback from participating teachers.

ACKNOWLEDGEMENTS

This manual was developed by Charlotte Neeley, Home Economics Teacher at Dater Junior High School, 1972. Jerome Braun, Supervisor, Secondary Science, conducted the curriculum development under the general supervision of Ralph E. Shauck, Director of Instructional Services.

This manual was revised by Betty Smith, Home Economics Teacher at Schwab Junior High School, May, 1973, under the direction of Marilyn Kay McFarland, Instructional Consultant and under the general supervision of Ralph E. Shauck, Coordinator of the Instructional Services Branch.

EXPLORING OCCUPATIONS

IN

FOOD PREPARATION AND SERVICES

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CAREER EXPLORATION 9 - 10 Grades

EXPLORING OCCUPATIONS IN FOOD PREPARATION AND SERVICES

I. Introduction:

Instruction emphasizes indepth coverage of the varied occupations involved in commercial food service establishments. The students will not necessarily be prepared for each or all jobs studied but they will explore the various occupations involved in food services. As each specific occupation is explored there is on-going learning in preparation and service.

II. Overview:

Each occupation is in the form of a learning packet which allows the student to explore food preparation and services broken down into parts or an individual job.

After an introductory activity that explores the learning packets (jobs) in food services the student should be able to choose from those that he feels he is capable of and interested in doing.

III. Behavioral Objective and Strategy:

Each student should work on the learning packets, fulfilling the behavioral objectives and activities and be able to analyze or evaluate his learnings at the end of each learning packet and then progress to another packet. The students should complete as many learning packets as time permits in this field.

As a terminal activity the students can form a commercial food service model and carry out a class project in the form of a snack shack, tea room, coffee hour, or some related project.

IV. Sources

1. Dictionary of Occupational Titles 1965 Vol. II Occupational Classification 3rd Ed.

2. Vocational Education and Occupations

3. Occupational Outlook Handbook United States Department of Labor, Bureau of Labor Statistics.

4. Dictionary of Occupational Titles 1965 Vol. I Definitions of Titles 3rd Ed.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Become aware of the opportunities available in the food service industry and the various job titles. 2. Identify the various types of food service establishments. 3. Analyze the qualifications required to fill the food service occupations. 4. Learn how to apply for a job. 5. Analyze the purpose of the interview. 6. Understand the benefits and requirements of Social Security. 7. Be aware that certain regulations exist concerning employment of youth.	Look up the listings of restaurants advertised in the yellow pages of phone book. Read the ads then list various establishments such as carry out catering dining rooms banquet halls grills snack bars Display the classified section of Sunday newspaper and circle in red all food service careers. Underline the qualifications these jobs require and discuss. Order class set of newspapers and students look up Food Industry occupations. Ask students who they may know employed as a cook, waiter, waitress, hostess, cashier, baker, owner, manager, bus boy etc. Research Food Service Careers from SRA Job Occupations Kit found in the school resourve centers. Role play being interviewed for a food service job. Demonstrate polite mannerly use of using the telephone to inquire about jobs. Practice filling our personal data and job application forms. Apply for a social security card (teacher could return all applications to Social Security Office) Let students who have social security cards show them and tell when they were obtained.	Available from Cincinnati Public Schools Audio Visual Aids Center - Iowa Street How to Keep a Job 2139 Foundations For Occupational Planning 5821 - 5825 How To Apply For a Job Parts 1 & 2 - 7586 Job Interview: Whom Would You Hire: Three Young Men - 578 Whom Would You Hire: Three Young Women - 577 Getting and Keeping Your First Job Parts 1 & 2 7649 Food Industry: Campbell Spreads A Pizza SP 210 From H. J. Heinz Co. for National Restaurant Association Food Service: A Career To Consider Working Papers for Food Management, Production and Services Program developed for Vocational Home Economic Job Training - Cincinnati Public Schools, 1973 From Department of Vocational and Technical Education Stillwater, Oklahoma 74074 Oklahoma Vocational Home Economics Education Commercial Foods Management and Production 1971

OBJECTIVES	ACTIVITIES	RESOURCES
	Invite speaker from Social Security Office to the classroom. See supplement end of this unit. Identify work certificates and permits and discuss how to secure them. Discuss Child Labor Regulations (See supplement end of this unit).	From Hughes High Schools Food Service Visual Aids 642.069 A New Horizon Filmstrip & Cassette 641.7 Food Preparation Series - Filmloops Angel Food Cake Baking a Cake Decorating a Cake Frosting a Cake Measuring Techniques Preparation Cake Butter Preparing To Decorate A Cake Working With Egg Whites Kneading & Cutting Dough Lemon Pie Filling Making a Pie Shell Preparing Dough Shaping Yeast Rolls 641.8 - Omelet Pancakes Contact Hughes High School to borrow the above titles

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ORIENTATION TO FOOD SERVICE EMPLOYMENT

SUPPLEMENTS

SOCIAL SECURITY CARD:

A prerequisite to every public paid job is a social security card. The students should be informed as to the procedure for obtaining a social security number. If they don't have one, it could be a requirement for the course to apply for one. The teacher should stress the many uses and importance of this number. (ex. college, credit cards, check identification and Social Security forms can be obtained.

Social Security application forms can be obtained from a post office. Posters and speakers for further explanation in filling out the form can be received by calling Social Security Administration 684-3461. A Social Security number can be obtained in one day if they go to the Federal Building, 550 Main Street, and fill out the form there.

INTERVIEW: Students should have some practice or role plays on interviews. Two films are available:

A. Film #577,"A Job Interview, Visual Exchange," Board of Education.

B. Filmstrip (with record) "Preparing for an Interview,"J. C. Penny Company.

WORK PERMITS:

If a student wants to work, he can obtain forms from the school secretary or counselor. There are three forms to be completed: physician's report, employer's contract card and school data card. (see attached forms).

ORIENTATION TO FOOD SERVICE EMPLOYMENT
SUPPLEMENT

APPLICATION FORM

Date_____

1. Name_____ Social Security #_____
   Last First Middle

2. Address_____ Telephone #_____

3. For what kind of position are you applying?_____

4. Age_____ Date of Birth_____ Height_____ Weight_____ Sex____

5. Do you have any health or physical problems? Name them_____

_____

6. Are you a U. S. citizen?_____ Can you drive a car?_____

7. Have you ever been arrested? (Give details)_____

_____

8. What athletic, social, church, or other organizations do you belong to?

_____

_____

9. What kind of work experience have you had?

NAME OF COMPANY	WHAT WAS YOUR JOB?	WEEKLY EARNINGS	HOW MANY WEEKS DID YOU WORK?	WHY DID YOU LEAVE?

10. In what school subjects do you do your best work?_____

_____

11. What subjects do you find most difficult?_____

_____

12. What are the reasons you have for wanting this position?_____

_____

_____

13. Have you applied for any other job within the last month? Yes_____NO____

14. Business References (Former boss, foreman, supervisor, etc. who knows your work.)

(a) Name _____ Address _____

Position_____

(b) Name _____ Address _____

Position_____

15. Personal and character references (Other than relatives).

Name Address

(a) _____ _____

Position _____

Name Address

(b) _____ _____

Position_____

ORIENTATION TO FOOD SERVICE EMPLOYMENT
SUPPLEMENT

PERSONAL DATA SHEET

NAME _____

DATE _____

NAME _____

ADDRESS _____

TELEPHONE # _____

BUSINESS ADDRESS _____

BUSINESS PHONE _____

AGE _____ HEIGHT _____ WEIGHT _____

SOCIAL SECURITY NO. _____

ELEMENTARY SCHOOLS ATTENDED	ADDRESS	DATES ATTENDED

HIGH SCHOOLS ATTENDED	ADDRESS	DATES ATTENDED

COLLEGES OR OTHER SCHOOL	ADDRESS	DATES ATTENDED

MAJOR SUBJECTS	MINOR SUBJECTS
1. _____	1. _____
2. _____	2. _____

EXTRA-CURRICULAR ACTIVITIES _____

WORK EXPERIENCE _____

_____

REFERENCES _____

_____

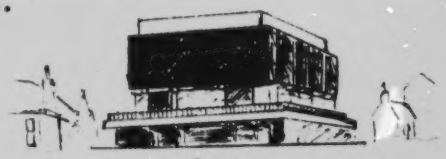
_____

FOR YOUR PHYSICAL EXAMINATION: HEALTH CLINIC

FOR YOUR PHYSICAL EXAMINATION

REPORT TO: The Cincinnati Health Department Clinic at 3101 Burnet Avenue. (Just south of General and Jewish Hospitals.)

DURING DOCTOR HOURS: 8 a.m. to 11 a.m. and 1 p.m. to 4 p.m. Monday, Wednesday, Thursday and Friday. The (Burnet) Clinic looks like this.



From Downtown --

BY BUS: Bus #46, VINE-BURNET. Get off at Burnet and Goodman - walk south one block to Burnet and Melish.

BY CAR: Follow Central Parkway to Reading Road. Burnet will intersect at McMillan Street Viaduct. Go under Viaduct to Burnet and Melish. Approximately 6 blocks.

This is the form which you will receive at the Health Clinic

Date _____

_____ was examined at
(Name)
The Cincinnati Health Department and is physically

qualified for a work certificate.

_____
Examining Physician

FOR YOUR PHYSICAL EXAMINATION: FAMILY DOCTOR

OHIO
Child Labor Law

CINCINNATI CITY SCHOOL DISTRICT
Work Certificate Office

Section
3331.02

PHYSICIAN'S REPORT

230 E. NINTH ST

NAME _____ Age ____ Sex ____ Race ____

History _____

_____

_____

Height _____ Weight _____ Phy. Dev. E. G. F. P.

Eyes Vision R ____ L ____ R ____ L ____
Disease _____ Correction

Skin _____ Teeth _____

Ears Hearing R ____ L ____ Tonsils _____
Disease R ____ L ____

Glands _____ Thyroid Enlarged _____
Toxic _____

Spine _____

Chest - Deformity _____

Lungs _____

Heart _____

Orthopedic Defects _____

Abdomen - Hernia _____

Other Conditions _____

_____

Summary _____

_____

_____

Recommendations:

Accept
Postpone
Reject
Limit

_____
Examining Physician

Date _____

This information is confidential, not to be released to anyone except by Court Order or Dept. of Student Development of Cincinnati Public Schools.

ORIENTATION TO FOOD SERVICE EMPLOYMENT
SUPPLEMENT

WORK CERTIFICATE OFFICE:

Report to: WORK CERTIFICATE OFFICE
Education Center
230 East 9th Street

Note: Should you desire to have the physical examination by your own doctor, you may obtain a medical card from the school office. Bring the completed medical card to the Work Certificate Office with the forms listed below:

Bring:

1. Signed Employer's Contract Card.
2. School Data Card. (Show grade and date of birth)
3. Birth Record.

IMPORTANT - <u>This is not a permit to work</u>. It is to be completed, signed by the employer and returned promptly to the Work Certificate Office by the applicant.

OHIO
Child Labor Law

Employer's
CONTRACT CARD
(Or Promise of Employment)

Section
3331.02

Certificate No. .....
Certificate Issued .....
Certificate Returned .....
Date ....., 19.....

I agree to employ....., ...
Child's Full Name — Child's Address

in ....., ...
Firm Name — Address of Firm

....., ..., ...
Kind of Business — Phone — Child's Exact Occupation

.... A.M. / P.M. ..... A.M. / P.M.
No. Days Per Week — Hours Per Day — Starting — Quitting

.... A.M. / P.M. ..... A.M. / P.M. .....
Lunch Time — Starting — Ending — Wages

.....
Employer's Signature, Firm Name not Accepted

Cat. No. 7851

CINCINNATI CITY SCHOOL DISTRICT

ORIENTATION TO FOOD SERVICE EMPLOYMENT
SUPPLEMENT

SCHOOL DATA CARD

Cat. No. 7802—
OHIO
Child Labor Law

SCHOOL DATA CARD

Section
3331.02

(To be filled out by Principal or Assistant)

Pupil's Full Name:.....; Date of Birth:.....;

Pupil's Address:.....;

Father's Name:.....; Mother's Name:.....;

I hereby certify that the above named pupil has completed the work of the.....grade, and is now a member of the.....grade of.....School; Date of Withdrawal.....; and that the data noted above are accurate according to the records of this school.

.....
Date

.....
Principal of School

CINCINNATI CITY SCHOOL DISTRICT

Take this DATA CARD, your CONTRACT CARD and BIRTH CERTIFICATE to the WORK CERTIFICATE OFFICE, Education Center, 230 East Ninth Street.

ORIENTATION TO FOOD SERVICE EMPLOYMENT
SUPPLEMENT

MINOR LABOR LAWS - State of Ohio

HOURS OF EMPLOYMENT

School and Work Combined

Minors under 16 -- school and work combined cannot exceed 9 hours.
Minors under 14 - shall not be employed more than 4 hours in any one day.

Minors Under 18 Are Not Permitted To Work

More than 8 hours a day more than 48 hours in a calendar week. More than 6 days in a calendar week.

Working Hours for Minors

Minors 16 and 17. Not before 6 00 A.M. and not after 10 00 P.M.
Exceptions If school is not in session the next day they may work until 12 00 Midnight.

Minors 14 and 15 Not before 7 00 A.M. or after 6 00 P.M.
Exceptions If school is not in session the next day they may work until 10 00 P.M. if approved by the local **Superintendent** of schools.

Vocational Students May be employed in any day until 10 30 P.M. when such employment is incidental to a bona fide program of vocational co-operative training or work study which operates under the supervision of public or private schools.

Time Records for Minors Under 18

Employers must keep daily time records showing the actual starting and stopping time of each work period and lunch. These records must be kept for 2 years.

Exemption for H.S. Graduates

Any minor who has graduated from an accredited high school, or an Ohio Youth Commission special or vocational program, is exempt from the hours laws for minors and the prohibited occupation laws for minors.

Meal Periods

At least 30 consecutive minutes for lunch within 5 hours of starting time.
Exception Female Minors must be given one hour for lunch if a suitable place is not provided.

Presence of Child in an Establishment

The presence of any Child in an establishment during working hours shall be prima facie evidence of employment therein.

AGE AND SCHOOLING CERTIFICATES

Every minor 14 to 18 years must be a holder of an Age and Schooling Certificate. This must be on file in establishment where minor is employed. Over- Aged Certificates may be issued to a minor over 18 years by the Superintendent of Schools. This serves as proof of age.

MISCELLANEOUS

Wage Agreement

Employer of any minor under 21 years of age must give to minor a written agreement as to wages or compensation he or she is to receive

Withholding Wages Due a Minor

No employer may withhold wages or a part thereof because of presumed negligence, failure to comply with rules, breakage of machines or alleged incompetence to produce or perform labor according to any standards of merit.

No Female Under 21

No female under 21 shall be engaged in employment that compels her to stand constantly.
No female under 21 shall be employed in the personal delivery of messages.

ORIENTATION TO FOOD SERVICE EMPLOYMENT
SUPPLEMENT

♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦ PROHIBITED OCCUPATIONS ♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦

Minors Under 16 Years Are Not Permitted to be Employed:

In or about processes in which dangerous or poisonous acids are used. In the manufacture, preparation or packing of paints, dangerous or poisonous gases; In the manufacture or use of compositions of lye. In soldering, scaffolding or heavy work in the building trades. In any tunnel or excavation. Operating any motor vehicle; In assorting, manufacturing, or packing tobacco. In occupations causing dust in injurious quantities. In pool or billard rooms. In places of amusement; In or about a race track or stables thereof.

Machinery Minors Under 16 Years are Not Permitted to be Employed:

Adjusting, sewing or lacing machine belts in factories; Oiling, wiping, or cleaning machinery, or assisting therein. Operating or assisting in operating any of the following machines. Circular or band saws, wood shapers or jointers, Planers, Sandpaper, woodpolishing, woodturning or boring machinery. Wool, Cotton or hair picking machines. Carding, paperlace or leather burnishing machines. Power operated job or cylinder printing presses. Boring or drill presses. Sheet metal, tinware, paper or leather stamping machines. Metal or paper cutting machines; Corner staying machines in paper box factories; Corrugating rolls; Steam Boilers; Wire or iron straightening or drawing machinery. Washing, grinding or mixing machinery; Calendar rolls in paper and rubber manufacturing. Burring machinery.

Minors Under 18 Years are Not Permitted to be Employed:

In or about blast furnaces, docks, or wharves; Outside erection or repair electric wires; Oiling or cleaning machinery in motion; Switch or gate tending, track repairing, brakeman, fireman, engineer, motorman, conductor or telegraph operator on railroads; Pilot, fireman, engineer on boats or vessels; Establishments where dangerous explosives, phosphorous or matches are manufactured; Distillery or brewery where alcholic liquors are manufactured, packed, wrapped or bottled; Power-driven guillotine paper cutting machines; Operation or cleaning of any power-driven dough mixers or dough brakes, bread dividing, rounding or moulding machines, dough sheeter, bread slicing and wrapping machine, cake cutting band saw, or in setting up or adjusting a cookie or cracker machine. In or about any mine, quarry or coal breaker; Operation of steam boilers over 15 pounds pressure. Occupations involved in exposure to radioactive substances, toxic or noxious dust, gases, vapors, or fumes in injurious quantities; Manufacture of poisonous dyes or chemicals, or lead and its compounds; In logging or sawmill operations; Girls only in house to house selling except for local educational, fraternal, religious, charitable or patriotic organizations, or newspapers.

The following occupations are prohibited for minors under 18 unless such occupations are incidental to a bona fide program of vocational co-operative training:

Operation of emery wheels or any abrasive, polishing or buffing wheels where articles of baser metals or iridium are manufactured;

Operation of power-driven woodworking machines or of power-driven machines used for rolling, pressing, milling, punching, bending hammering or shearing metal. (power-driven woodworking and metal machines may also be under an apprenticeship program if approved by the Ohio State Apprenticeship Council):

Operation or cleaning of power-driven meat grinders, saws, slicers, carvers or circular, rotary, or disc cutting machines:

The following occupations are prohibited for minors under 18 unless such occupations are incidental to a vocational co-operative program or a special education training program.

Running or management of elevators, lifts or hoisting machine if over one ton capacity.

Establishments where intoxicating liquors are sold. Operation of washing machines, extractors, and flat work ironers on mangles in laundries. Motor vehicles or helpers thereon, except farm tractors.

ORIENTATION TO FOOD SERVICE EMPLOYMENT
SUPPLEMENT

THIS CONTAINS AN ABSTRACT OF CHAPTER 4109 OF THE OHIO REVISED CODE AS OF DECEMBER 12,1967

4109.31 PROHIBITION

No person, firm, or corporation, or agent or manager of any firm or corporation, whether for himself or for such firm or corporation, or by himself, or through an agent, servant, or foreman, shall employ and no person having under his control as parent, guardian, custodian, or otherwise any minor shall permit or suffer a minor or female under twenty-one to be employed or to work in violation of any law relating to the employment of such minors or females under twenty-one for which a penalty is not otherwise provided by law.

4109.99 PENALTIES

Whoever violates sections of 4109 of the Ohio Revised Code shall be fined up to two hundred dollars and/or jail sentence up to six months for the first offense and depending on the section violated. For details see section 4109.99 of the Ohio Revised Code.

ADDRESS INQUIRIES OR COMPLAINTS TO:

STATE OF OHIO
DEPARTMENT OF INDUSTRIAL RELATIONS
DIVISION OF WOMEN AND MINORS
220 PARSONS AVENUE, ROOM 301
COLUMBUS, OHIO 43215
PHONE: 614 – 469-4340

Revised September 1972

VI. CAREER EXPLORATION 9 - 10 Grades

Field: Food Preparation and Service 17.29

Learning Packet: Manager 313.168

Description:

Supervises and coordinates activities of chefs, cooks, and other kitchen workers engaged in preparing and cooking foods in large hotels or restaurants to insure an efficient and profitable food service. Plans or participates in planning menus and utilization of food surpluses and leftovers, taking into account probable number of guests, marketing conditions, popularity of various dishes and recency of menu. Estimates food consumption and purchases or requisitions foodstuffs and kitchen supplies. Reviews menus, analyzes recipes, determines food, labor, and overhead costs, and assigns prices to menu items. Directs food apportionment policy to control costs. Supervises cooking and other kitchen personnel and coordinates their assignments to insure economical and timely food production. Observe methods of food preparation and cooking, sizes of portions, and garnishing of foods to insure food is prepared in prescribed manner. Tests cooked foods by tasting and smelling them. Devises special dishes and develops recipes. Hires, trains and discharges employees. Maintains time and payroll records. May be responsible for profitable operation of food-preparation department. Should be familiar with all jobs in restaurants.

OBJECTIVES	ACTIVITIES	RESOURCES
1. List the duties, responsibilities, educational requirements and personal qualities of a manager. 2. Investigate the salary earnings of a manager of various food institutions. Compare duties and salary of manager of small establishments in large facility. 3. Gather information about the different types of commercial food industries where a food manager is necessary. 4. Stress that academic talent is needed for this position. 5. Managers may move to this position from other food industry jobs. 6. Managers may advance to chain restaurant supervisor or restaurant owner. 7. Directions for working are given by the supervisor or manager. 8. Understand how being cooperative is a basic qualification to be developed in food service worker.	1. The students can observe and talk with a food manager at work in different types of commerical food services. (examples: Netherland Hilton, Frisch's, 60-Second Shop) 2. The students may want to explore salary earnings of a manager. This can be done by using the Occupational Outlook Handbook, the yellow pages of the telephone book looking under employment agencies, and calling some for information. 3. The students should discuss the different types of commercial food industries where a food manager is necessary. (Ex. hospitals, catering services, schools, churches, industries or factories) (See lead questions) 4. Invite a manager to come to the classroom to discuss his position. 5. School lunchroom manager could be asked to speak to the class or conduct a tour of the local school facility and tell pupils her responsibilities as manager. 6. Discuss the importance of "having experience" in a field and how each type of position held can prepare one for more demanding jobs. 7. Ask a manager of large restaurant the types of jobs held before becoming a manager. 8. Contact personnel director of a large hotel and get list of training and experience requirements that he looks for when hiring a restaurant manager. 9. Review Classified section of newspaper for current position requirements.	Telephone: Yellow Pages Occupational Outlook Handbook Frisch's Commissary 3011 Staton Avenue Cliff Fisher - 961-2660 Greater Cincinnati Airport Donaldson Highway Louise Schafer 371-6162 Holiday Inn 8013 W. 8th Street Mr. Dennis Woodruff 721-2886 Career Opportunity in the Restaurant Industry - H.J. Heinz Co. Filmstrip Cincinnati Audio Visual Center The Invaders - 16 mm sound color - 25 min. Diversey Corp 212 W. Monroe Street Chicago - No Charge Shows all phases of food service sanitation, including cleaning, serving & dish-washing

OBJECTIVES	ACTIVITIES	RESOURCES
	10. Role play the scene of a Food Service manager giving directions to workers. Point out advantages and limitations of line of authority method of giving directions. 11. Role play the confusion that might be created if too many people give directions and there were no line of authority. 12. Relate cooperation to <u>teamwork</u> as football team. Factory assembly line Brainstorm ways in which a worker can be cooperative.	

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CAREER EXPLORATION - 9 - 10 Grades

VII. Field: Food Preparation and Service - 17.29

Learning Packet: Cashier - Hostess 310.868

Description:

Welcomes patrons, seats them at tables or in lounge, and insures quality and rapidity to facilities and service. Schedules dining reservations. Directs waitress and bus boys to insure courteous and rapid service. Adjusts or assists in adjusting complaints. Inspects dining room cleanliness. Arranges parties or special services for diners. May hire and discharge dining room service personnel. May total bills and accept money from the patrons. Checks to see that the money taken in at the close of each day balances out with the customers' bills.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Analyze the job of a cashier-hostess. 2. Investigate the salary and requirements of being a cashier. 3. By involvement in the activities of the job the student will demonstrate his ability to perform the skill. 4. Evaluate the activity.	1. Students can observe a hostess at work. What are her responsibilities? 2. Talk with a cashier gathering information about 1. Salary and benefits. 2. Time and days of work. 3. Education or experience necessary. 4. Health requirements. 5. Accuracy involved on the job. 3. Students can role play a cashier-hostess. May borrow cash register from the lunchroom. 4. Students write a paragraph stating why they would or would not like to be a cashier-hostess. 5. Invite a restaurant owner to tell what qualities he looks for when hiring his cashier. 6. Discuss the importance of the attitude and disposition of the hostess and how she greets the patron. 7. Students take turns in serving as hostess at school or club functions - greeting and directing to seats. 8. Observe the school lunchroom cashier and interview her to discover her responsibilities. 9. Read newspaper classified ads to find job qualifications for cashier-hostesses also current salarier offered.	

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CAREER EXPLORATION - Grades 9-10

VIII. Field: Food Preparation and Services - 17.29

Learning Packet: Waiter - Waitress 311.878

Description: Presents menu to patrons, answers questions, and makes suggestions regarding food and service. Writes order on check or memorizes it. Relays order to kitchen and serves courses from kitchen and service bar. Observes guests to fulfill any additional request and to perceive when meal has been completed. Totals bill and accepts payment or refers patron to cashier. May ladle soup, toss salads, portion pies and desserts, brew coffee, and perform other services as determined by establishment's size and practices. May clean and reset counters or tables at conclusion of each course.

OBJECTIVES

1. Analyze the job of a waiter/waitress.
2. Investigate the salary and benefits of a waiter/waitress.
3. Explore the educational and personal requirements.
4. Become involved in some activities of the job.
5. Recognize the importance of correctly giving and assembling an order.
6. Become poised and confident in greeting the guests in your station.
7. Learn the various methods of serving the order and general rules that apply to all situations.
8. Waitresses and waiters use abbreviations and codes in writing guest checks.
9. Develop ability to total checks error free.
10. Waiter or waitress may advance to hostess, head waiter or waitress, cashier or dining room supervisor.

ACTIVITIES

1. Students observe or talk with a waiter or waitress to recognize the type of work they do.
2. Students can name different types of food establishments that hire waiters/waitresses.
3. Use the Occupational Outlook Hand Book to find the salary and benefits.
4. Have an employer of waiter/waitress speak to the class stressing
   1. education
   2. health
   3. personality
   4. dress
   5. previous experience
   6. hours - shifts
   7. duties on the job
   8. salary
   9. tips
   10. apparell
5. Students can set up a model restaurant, taking turns in being the waiter/waitress and patrons. Testing their memory skill, speed, courtesy and balance.
6. Practice writing the customer's order and procedure for serving the food and beverages.
7. Discuss the importance of being cheerful and courteous toward guests. How does a smile establish raport with the customer?
8. Role Play: "Taking the Order" and "Pre-service and Closing Procedure".
9. Examine common codes and abbreviations found on restaurant checks.

RESOURCES

THE CORRECT WAITRESS, Dietz

"The Efficient Waiters Manual" by Dahl

"It Pays To Be A Pro" Waitress Training Manual by Cherie Mulchy and Robert L. Corbin
Food Management Corp.
1971 - 3147 Far Hills Ave.
Kettering, Ohio 45429
$ 3.00 each

Overhead transparencies of Table Settings - 3M

FDA Fact Sheets from Food and Drug Administration
1141 Central Parkway
Cincinnati, Ohio

Cincinnati Board of Health Food Service Booklets from Mr. Charles Lenzer

OBJECTIVES	ACTIVITIES	RESOURCES
11. Understand how personal health and sanitation of food handler is vital to prevention of spread of bacteria.	10. Role Play: Greeting the patron "Pleasant Waitress/Waiter" "Grumpy Waitress/Waiter" Use tape recorder and analyze the pleasant vs. grumpy waitress/waiter. Students hear own voice to evaluate the impression it makes on others. 11. Draw a correct Table Setting. 12. Practice setting the table. 13. Demonstrate the esthetic value of a table set neatly. Properly vs. one just "thrown" together. 14. Discuss importance of good grooming for waitress or waiter. Describe your own feelings when served by someone who is wearing a soiled uniform or apron or whose hands are unclean when they serve your food. 15. Discuss the opportunities for advancement and how working as waiter or waitress is a basis for moving to other positions. 16. Put finger paint on trainees thumb to demonstrate how finger marks will appear on all articles touched. Illustrates how germs are spread. 17. Prepare bacterial cultures grown from properly and improperly handled dishes and utensils. 18. Make cultures on petri dishes contaminated by the hands of waitress/waiter, or dirt from under fingernails. 19. Contact Department of Health to come to discuss inspections made at eating establishments.	

WAITER - WAITRESS

SUPPLEMENTS

How To Set A Place Setting

Printed Originals

Table Setting (5)

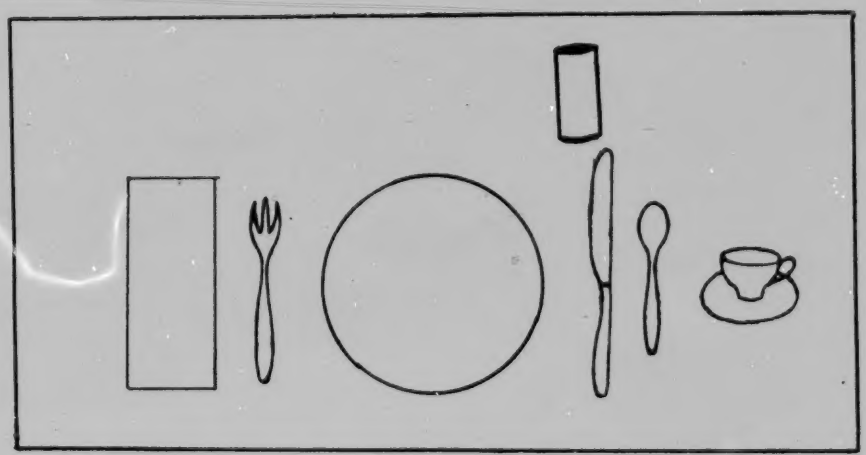
The Food Service Worker (3)

Moving Safely (2)

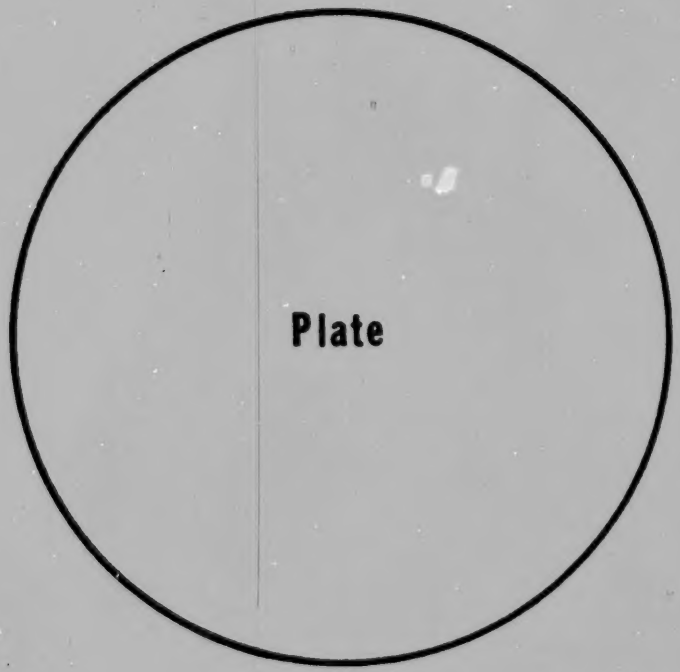
HOW TO SET EACH PLACE SETTING

Key Points:

1. Place dinner plate 1" from the edge of the table.
2. The knife is placed to the right of the dinner plate with the cutting edge toward the plate.
3. To the right of the knife, place the teaspoon.
4. Fork will be placed to the left of the plate.
5. Place the napkin to the left of the fork.
6. The water or milk glass goes at the tip of the knife.
7. Place the cup and saucer at the right of the teaspoon. The cup should be even with the bowl of the spoon and the handle of the cup turned slightly toward the edge of the table.



SETTING THE TABLE



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Fork
Napkin

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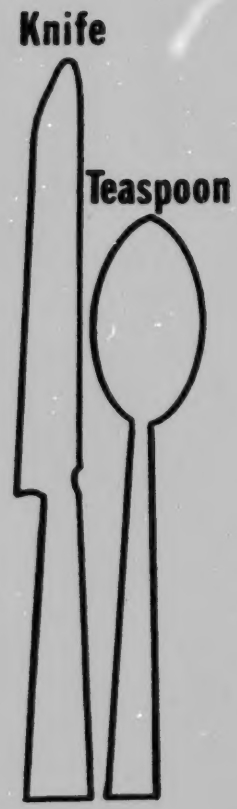
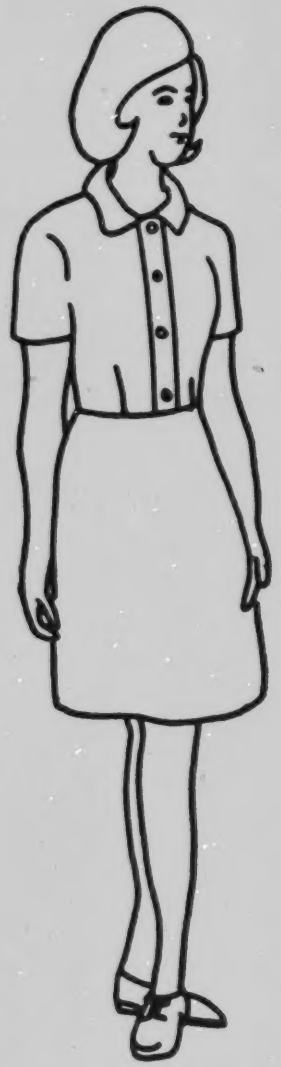


Glass

Saucer
Cup

Bread - Butter
Plate

THE FOOD SERVICE WORKER



Hairnet

Clean Uniform

Apron

Watch only

Stockings

Polished Shoes

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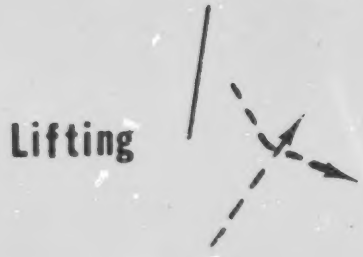
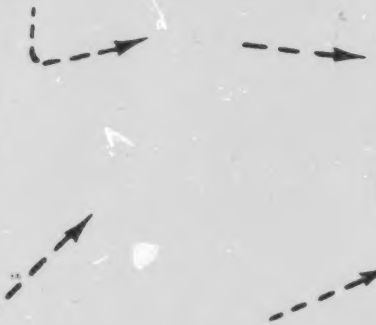
right

wrong

MOVING SAFELY



Lifting



Pushing

Pulling

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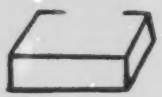
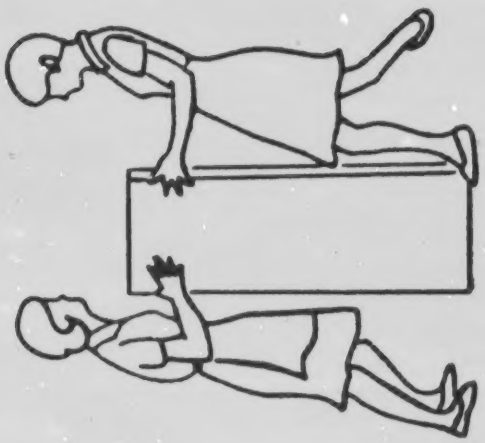
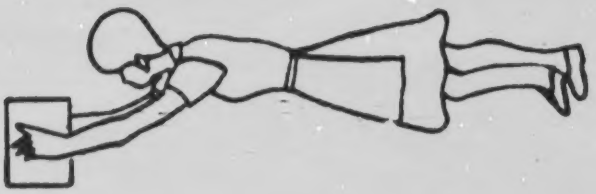
Carrying

Teamwork

Reaching







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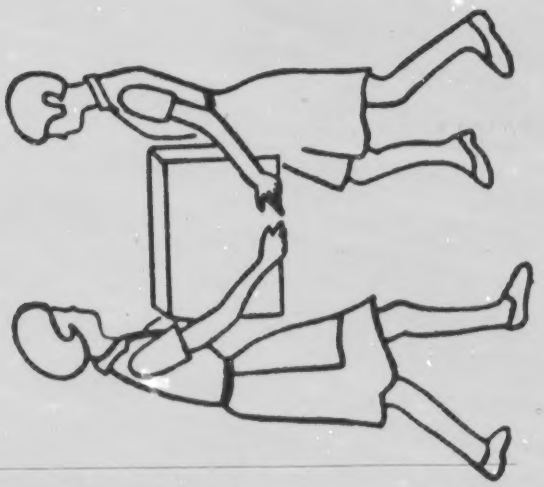

IX. Field: Food Preparation and Services 17.29

Learning Packet: Bus Boy 311.878

Description:

Performs any combination of the following duties to facilitate food service: Carries dirty dishes from dining room to kitchen. Replaces soiled table linens and sets table with silverware and glassware. Replenishes supply of clean linens, silverware, glassware, and dishes in dining room. Supplies service bar with food, such as soups, salads, and desserts. Serves ice water and butter to patrons. Cleans and polishes glass shelves and doors of service bars and equipment, such as coffee urns, cream and milk dispensers. Makes coffee and fills fruit juice dispensers. May run errands and deliver food orders to offices. May transfer food and dishes between floors of offices. May transfer food and dishes between floors of establishment, using dumb waiter.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Analyze a bus boy's job. 2. Explore some of the jobs a bus boy would perform. 3. Recognize the importance of the role of the bus boy in relation to smooth operation of the restaurant and his work as it coordinates with the waiter/waitress. 44	1. The students could observe bus boys when they go out to eat or they can make a point to go out and observe. 2. The students could observe the bus boys in the school lunchroom. Looking for, 1. Type of work and jobs he does. 2. Importance of job 3. How his job affects others. 3. Teacher may bring in tarnished silver or copper for the students to polish. Include enough tarnished or soiled utensils for each student to be able to clean and polish. Wood, plastic and leather items may also be included. 4. The students can clean window displays located in the school. 5. The students can clean and polish electrical appliances such as coffee urns, blenders, can openers, tea pots, etc. 6. Invite a bus boy to the classroom to tell about the duties of this job. Someone within the school may have such a job part-time and could come to the class. Find out: his hours how much he earns age for the job how he got the job clothing he must wear 7. Display and discuss a variety of cleaning products and describe their use. (A collection of badly tarnished flatware would provide a class set to be cleaned) 8. Tear flannel cloth into small squares (8 x 8) and give each student 2 squares - one to apply the cleaning product another for polishing and buffing.	THE CAREER GAME 16 MM sound film 14 minutes color. This film opens the door to the opportunities in the profession of dietetics. It shows the many avenues where men and women are working to help people sharing the responsibilities of the problems of hunger and malnutrition in the community, the nation, and the world. #4093 JOBS IN RESTAURANT INDUSTRY Filmstrip 612-3 61 frames, 14' minutes order from: Singer Society for Visual Ed. 1345 Diversey Pky. Chicago, Illinois 60614

OBJECTIVES	ACTIVITIES	RESOURCES
	9. Make a "before - after" display of tarnished metal to dramatize this lesson to students and to motivate the cleaning lesson. 10. Role play duties of a bus boy (See supplement)	

BUS BOY

SUPPLEMENTS

Role playing props

Role playing scenes

Bus Boy descriptions

Props needed to: ROLE PLAY DUTIES OF A BUS BOY

dishes
trays
carts
towels
silverware
carpet sweeper
broom
napkins - folding
waste
fresh linens
salt & pepper
sugar containers
candles
lamp
flowers
chairs

- -

Teacher may arrange only a few of these items at a time to set the scene. Role play specific situations involving the use of these articles of equipment. Pupils could demonstrate:

A. Clearing the table

B. Emptying food and beverage waste and ashtrays

C. Replacing soiled linens

D. Filling water glasses

E. Folding and placing napkins on table

F. Correctly placing the silverware

G. Serving patrons butter and pouring coffee

H. Preparing to start to work (apparrel, handwashing, coat-apron)

I. Sweeping the floor, removing crumbs or wiping emergency spills

J. Lift and carry heavy pot to another location

K. Stack, arrange and replenish dishes at the waiter/waitress station

BUS BOY or GIRL

(trained on the job)

Job Description:

Clears table -- may reset with fresh linens and clean silver.

Fills water glasses.

Helps keep dining room clean.

Good way to start learning restaurant business.

Opportunity for Advancement:

Waiter or Waitress

Soda Fountain Worker

Kitchen Helper

Sandwich Maker

X. Field: Food Preparation and Service 17.29

Learning Packet: Car Hop 311.878.014

Description:

Performs any of the following jobs:

Takes orders and serves customers in their automobile. Prepares the beverages and desserts to serve to the customers. Cleans the trays and keeps the parking or serving area clean. Depending on the restaurant, the car hop may collect the money and return the correct change.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Identify the personal traits of a successful car hop. 2. Explore the responsibilities of a car hop. 3. Identify establishments which hire car hops.	1. Observe a car hop at neighborhood drive-in restaurant. 2. Interview a car hop to find out the duties performed. 3. Role play some of the duties of a car hop such as: 1. taking the order from the customer in his car 2. relaying the order to kitchen 3. delivering the order 4. accepting payment and making change 5. stacking dishes, disposing of trash, cleaning trays	

CAREER EXPLORATION 9 - 10 Grades

XI. Field: Food Preparation and Service 17.29

Learning Packet: Baker 526-781

Description:

Mixes and bakes ingredients according to recipes to produce breads, pastries, and other baked goods. Measures flour, sugar, shortening, and other ingredients to prepare batters, doughs, fillings, and icings, using scales and graduated containers. Dumps ingredients into mixing machine bowl or steam kettle to mix or cook them according to specifications. Rolls, cuts, and shapes dough to form sweet rolls, piecrust, tarts, cookies, and related products preparatory to baking. Places dough in pans, molds, or on sheets and bakes in oven or on grill. Observes color of products being baked and turns thermostat or other control to adjust oven temperature. Applies glaze, icing, or other topping to baked goods, using spatula, or brush. May specialize in baking one type of product, such as breads, rolls, pies, or cakes. May decorate cakes. May develop new recipes for cakes and icings.

This packet is to familiarize the student with the various responsibilities and career opportunities in the field of a baker. At the completion of the packet, the student will demonstrate his understanding by filling in the job analysis sheet.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Explore the field of a baker. 2. Gather information about a baker on the job. 3. Compile the information gained from the field trip by filling out a job analysis sheet. 4. Plan and operate a bakery. 5. Demonstrate some baker skills. 6. Evaluate the model bakery. 7. Understand the methods of measuring used by bakers. 8. To learn about abbreviations and equivalents. 9. Understand the use of recipes and how to follow the instructions.	1. The teacher can have a baker come in to talk with the class about his responsibilities in his job, educational requirements, hours and days of work, salary and benefits, and dress and sanitation requirements. Students should have some questions written to ask the speaker. 2. The teacher could send different groups of students out to observe bakers in different situations (ex. bakeries, bread companies, Frisch's Commissary, school lunchroom, etc.). 3. When the pupils return from the field trip have them fill out the job analysis sheet and discuss the new terminology, equipment, and other things seen and heard. 4. The students could organize a model bakery. They can choose their jobs (head baker, assistants, sales clerk, etc.) They will need to decide on several products they wish to produce, select the recipes and make out the market order, plan a way to dispose of the baked products (selling by having a miniature cafe, tasting panel by class members, a party and invite guests, etc.). 5. When carrying out this proposed project, the students should use correct measuring devices, terminology, proper dress and sanitary habits, time saving movements and safety measures (see supplement). 6. After the model bakery the students and teacher should evaluate their products and their work as a group. 7. Using scales and scoops, prepare a large recipe by using bakers methods for measuring. Serve entire class or sell the baked product as a class project. (Scales may be borrowed from the school lunchroom.)	Measuring Accurately filmstrip # 6333 Cookbooks Safety in the Kitchen filmstrip # 6329 Food Service Employee Economics Cooperative Education, Texas Tech. University, School of Home Economics Education Lubbock, Texas September, 1969 Cost - $10.00

OBJECTIVES	ACTIVITIES	RESOURCES
	8. Use recipe cards, menus and cook books containing abbreviations and directions. Students list all abbreviations they find. (see supplement on abbreviations) 9. Define equivalents and watch a demonstration to prove each equivalent measurement. (Example - weigh 4 cups flour to show 1 pound). Using a stop watch, time students as they measure first with the smaller measure then with the larger equivalent. 10. Display various sized milk and cream cartons to compare 1/2 pt., pint, quart, 1/2 gallon and gallon sizes. If cartons are empty they can be filled with water and transferred back and forth to demonstrate equivalent measurements. (Show transparencies Cup Thur Gallon - see supplement) 11. Use overhead projector to analyze a basic recipe. List the ingredients, the amounts, and method for mixing. What is the yield of each recipe? Show "following a recipe" transparency on overhead projector and discuss. (see supplement) 12. Invite the school lunchroom pastry chef to come to classroom or class go to observe her on the job.	

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BAKER

SUPPLEMENTS

Safety Notes

Accidents Are Caused By

Measuring Accurately

Abbreviations and Equivalents

Transparency Masters

- Weighing Food On A Scale (3)
- Following A Recipe (4)
- Cup Thru Gallon Comparison - Measures (5)

Tips for Using the Recipe

Suggested Recipes

Skills to Develop

SAFETY NOTES

1. Accidents may be caused by improper clothing in your kitchen. Plain, simple dresses and aprons are safest.

2. Turn off the fuel as soon as you take a utensil from the heat. As you remove food from the oven, pull out the rack; always use pot holders.

3. If you spill something on the floor, clean it up immediately so as to avoid slipping on it.

4. Water causes grease to pop. A grease fire may be put out either by placing a cover on the pan or by sprinkling baking soda or salt generously on the grease.

5. Pot handles should be turned away from the stove edge.

6. One trip for supplies, with cart or tray, will save some steps, prevent fatigue and maybe spills.

7. When removing a lid, lift the far side first so you will not burn yourself with steam.

8. Keep overhead cabinet doors closed.

9. Clean and neat tables and counter tops make meal preparation safer.

10. Never drop sharp knives into dishwater to be washed later.

ACCIDENTS ARE CAUSED BY...

1. Negligence
2. Lack of Organization
3. Improper Use of Equipment
4. Poor Arrangement of Equipment
5. Inappropriate Clothing
6. Carelessness

MEASURE ACCURATELY

1. Use standard measuring tools.
2. Sift flour; then measure. Put into a cup lightly with a spoon, and level off with a spatula.
3. For fractions of a cup, use a set of graduated cups or large glass cup with marks.
4. To measure liquid, place the cup on a flat surface.
5. Sift or roll confectioner's sugar to remove lumps, put into a cup and level off.
6. Pack brown sugar into a cup firmly, and level off.
7. Pack shortening into cup or spoon, and level with a spatula. When using glass measuring cups, the water displacement method may be used for solid fats.
8. When measuring shortening if the measuring cup is rinsed with cold water first it is easier to remove the shortening.
9. Remove all fats or syrups from cup with rubber spatula.
10. When using a scale to measure dry foods weigh only one item at a time. If a pan is used to hold the food to be weighed deduct the weight of the pan.

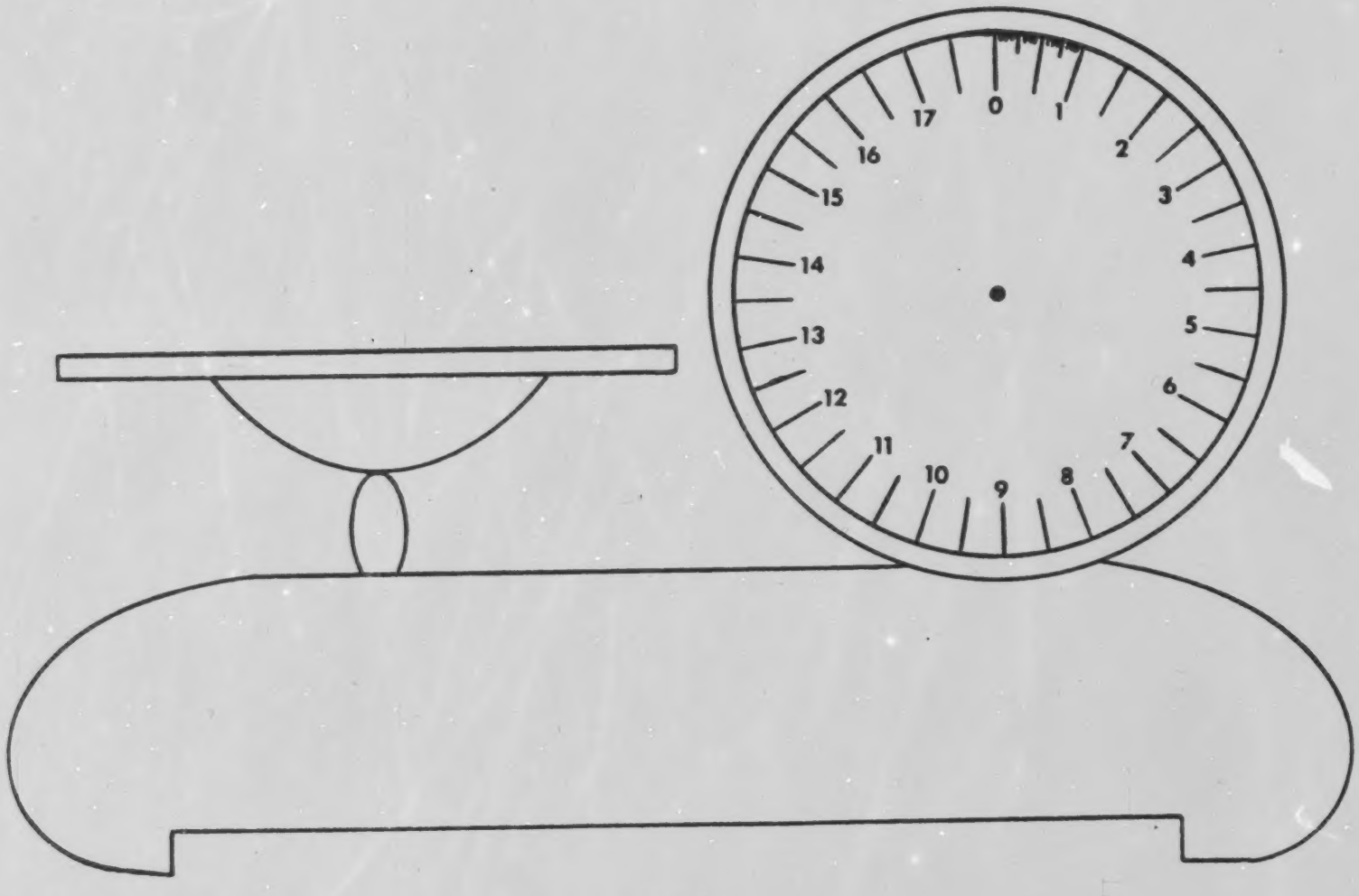
ABBREVIATIONS USED IN RECIPES

Teaspoon	= t.
Tablespoon	= T.
Cup	= C.
Pint	= pt.
Quart	= qt.
Gallon	= gal.
Ounce	= oz.
Pound	= lb. also # (used before a number #10 means number used after 10# means pounds)
Gram	= g.
Minute	= min.
Second	= sec.
Hour	= hr.
Degrees Fahrenheit	= F.
Slice	= sl.
Cream	= cr.

EQUIVALENT MEASUREMENTS

3 t.	= 1 T.
16 t.	= 1 C.
2 C.	= 1 pt.
4 C. = 2 pt.	= 1 qt.
4 qt.	= 1 gal.
1 gal.	= 128 oz.
1 oz.	= 2 T.
16 oz.	= 1 lb.
2 C. butter (4 sticks)	= 1 lb.
2 C. fat	= 1 lb.
$2\frac{1}{4}$ C. sugar	= 1 lb.
4 C. flour	= 1 lb.
$4\frac{1}{2}$ C. cake flour	= 1 lb.
4 C. grated cheese	= 1 lb.

WEIGHING FOOD ON A SCALE



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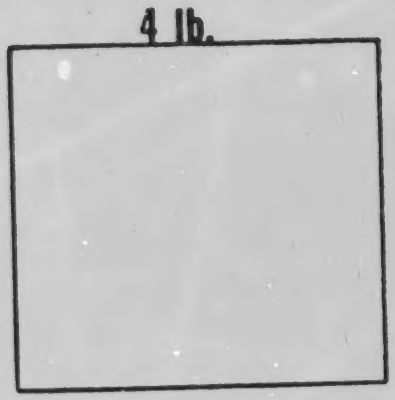

FOLLOWING A RECIPE

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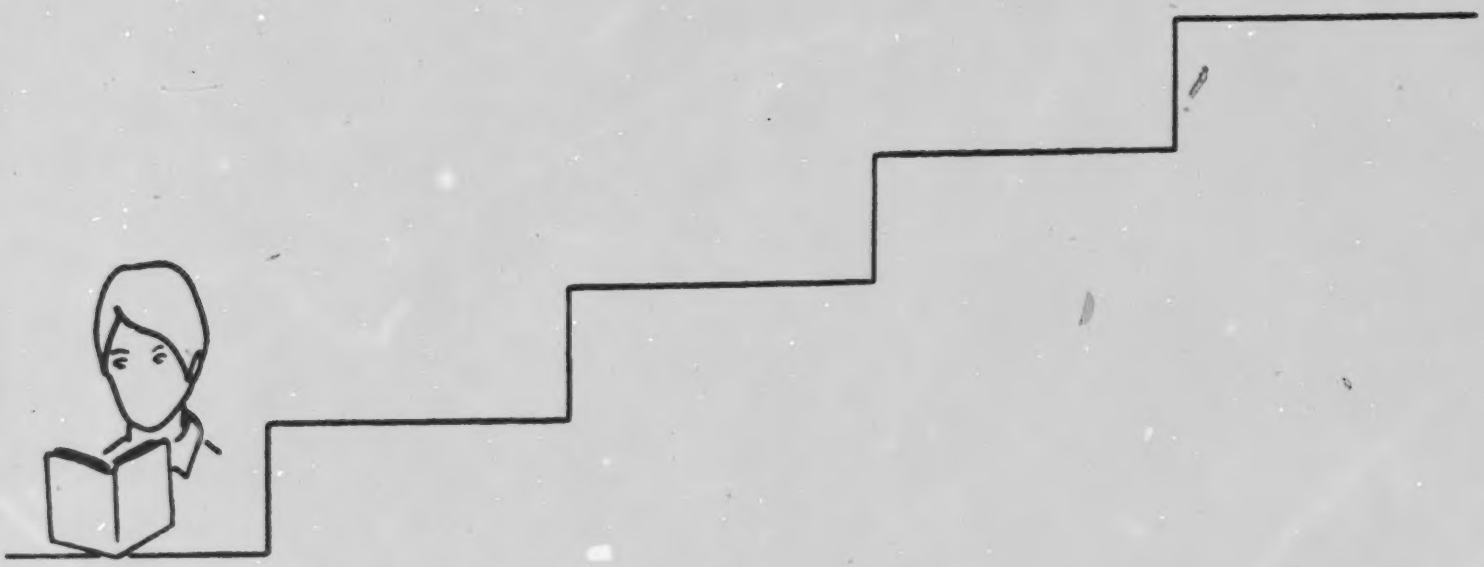


Read carefully

STEPS TO GOOD FOOD

63

get
Equipment

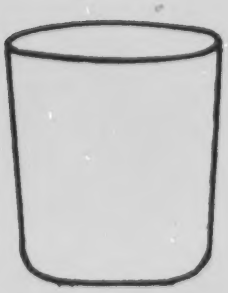
get
Ingredients

Measure correctly

Prepare

MEASURES

1 cup



½ pint

2 cups

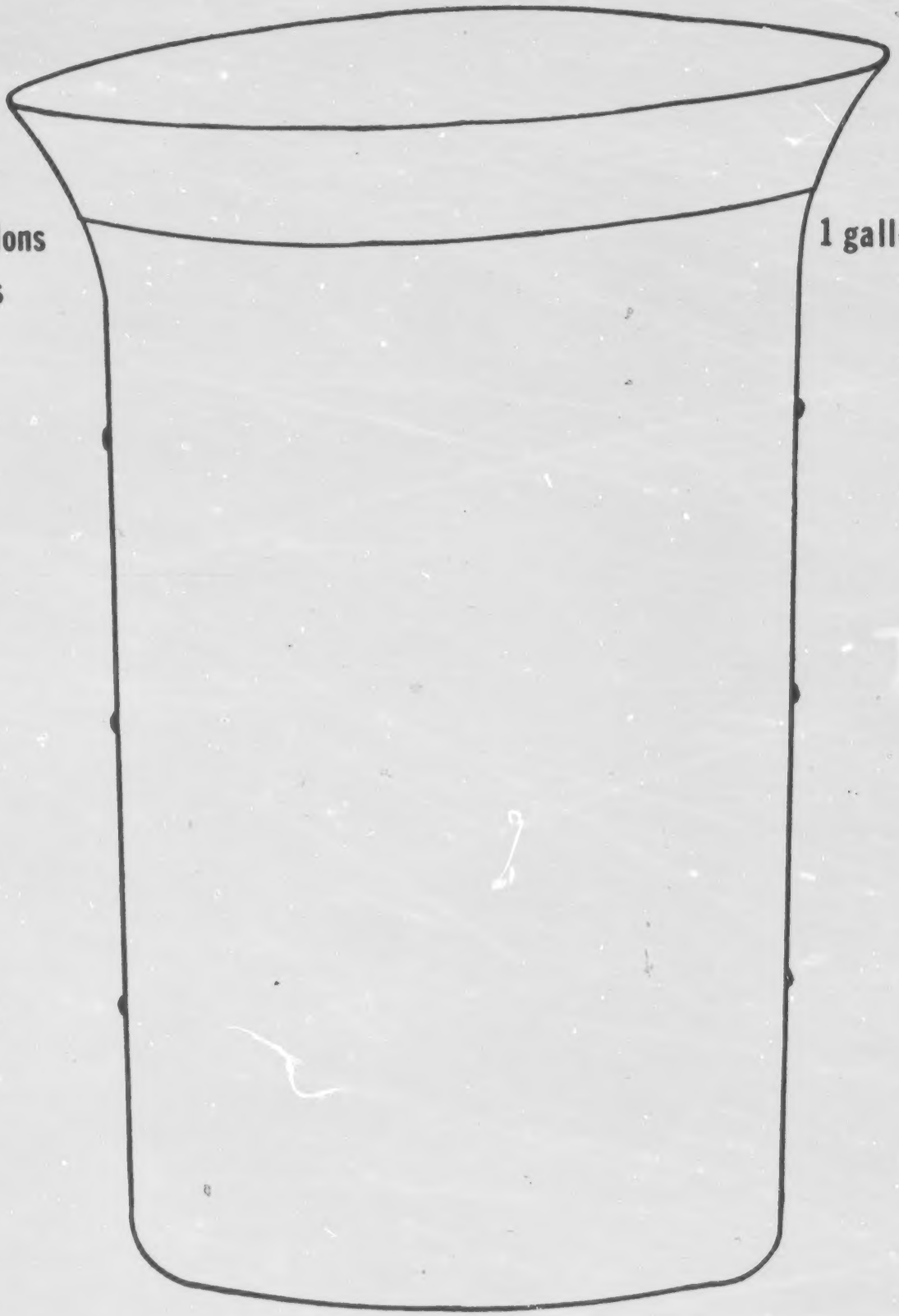
1 pint

2 pints
4 cups

1 quart

2 quarts
4 pints
8 cups

½ gallon


2 ½ gallons
4 quarts
8 pints
16 cups
1 gallon

TIPS FOR USING THE RECIPE

1. Read entire recipe before starting to prepare the food.
2. Know the meaning of the terms used.
3. Assemble all ingredients and equipment called for.
4. Use exact measurements.
5. Follow each direction in order.

BAKER - SUPPLEMENT - RECIPES - Suggested recipes for class use in baking practices

The following student recipes have been selected because they are simple to prepare, offer maximum variety in baking techniques and are delicious to eat, the latter being the bonus factor that keeps students enthusiastic to improve their baking abilities:

Lab Lesson 1. Drop Biscuits

Students will learn how to measure dry ingredients using both metal measuring cup and measuring spoons, how to level dry ingredients, how to sift, how to measure milk and oil, how to preheat an oven, how to "drop by teaspoonfulls" or portion or shape a baked product, and how to grease a baking sheet.

Lab Lesson 2. French Coffee Cake

Familiar with correct procedures for measuring dry and wet ingredients this lesson introduces tow additional ingredients common to many baked foods, eggs and vanilla flavoring. Shaping of the product is a new learning, timing is longer, and preparation continues after the product is baked as a topping is added.

Lab Lesson 3. Peanut Butter Cookies

This lesson teaches the student procedures for measuring solid fat such as butter, margarine or shortening. Both the metal cup and the water displacement method will be demonstrated and the student can choose either method to practice in this recipe. Correct method for measuring brown sugar will be taught, shaping cookies to be uniform in size, applying a design to the cookie dough, use of ungreased baking sheet, and correct procedures for cooling cookies are all new learnings in this baking lesson.

Lab Lesson 4. Decorated Cup Cakes

This lesson gives an opportunity to use a commercially prepared mix from which to make the cup cakes, also assures a successful product. Student will learn how to follow commercially written baking instructions, will use paper liners in muffin tins for baking the cup cakes, learns tests of cakes for doneness, makes plans for decorating, has chance to use variety of cake decorating tools, food coloring and trimmings.

Lab Lesson 5. Cinnamon Yeast Rolls

A yeast lesson will broaden the students understanding of a leavener other than baking powder and soda used in the previous lessons and teaches techniques of handling yeast plant and yeast product. Other bread or roll recipes could be substituted, however, because of limited class time, refrigerated doughs are most practical, allowing baking to occur during the next lesson.

RECIPES:

Drop Biscuits

Dry Ingredients: (sift together)

2 cups sifted flour
1 tablespoon sugar
1 tablespoon baking powder
1 teaspoon salt

Wet Ingredients: (mix together)

1/3 cup cooking oil
2/3 cup milk

Stir the wet ingredients into the dry ingredients. Drop biscuits by teaspoonfuls onto a greased cookie sheet. Baki in 450° oven for 12 minutes. Serve hot with butter and jelly.

French Coffee Cake

Dry Ingredients: (sift together)

1⅓ cups flour
1 teaspoon baking powder
1½ teaspoon salt

Wet Ingredients: (beat until blended)

½ cup milk
¼ cup cooking oil
½ teaspoon vanilla
⅔ cup sugar
1 egg

Mix the wet and dry ingredients just until the dry ingredients become moistened. (about 12 stirs) Pour the batter into a greased 8 inch square pan. Bake in 375° oven for 25 minutes. Remove cake from oven when a toothpick inserted in the center of cake comes out clean. Apply the topping.

Coffee Cake Topping

¼ stick butter (2 tablespoons)
¼ cup granulated sugar
½ teaspoon cinnamon

While cake is hot place the butter on the cake and let it melt. Sprinkle on the mixture of cinnamon and sugar.

Peanut Butter Cookies

Dry Ingredients: (measure and sift these ingredients together)
1½ C. flour
1 t. soda
¼ t. salt

Wet Ingredients: (cream the sugars with the butters. Add the egg and vanilla and beat with electric mixer until fluffy.
⅓ C. granulated sugar
½ C. brown sugar
⅔ C. shortening, butter or margarine
⅓ C. peanut butter
1 egg
1 t. vanilla

Stir the dry ingredients into the creamed mixture with a wooden spoon until well blended. Drop by teaspoonfuls onto an ungreased baking sheet. Make a crisscross pattern on top of each cookie by dipping tines of fork into cold water then gently pressing tines into the dough, once vertically and once horizontally. Place only 1 tray of cookies at a time into the preheated 375° oven and bake until golden. About 15 minutes. Remove cookies from oven and lift onto a wire cooling rack.

Yeast Cinnamon Rolls

Measure and set aside 3 cups all purpose flour.
Mix in large bowl these ingredients:
1 package dry yeast
3/4 cup very warm water
1/4 cup sugar
1/4 cup soft butter or margarine
1 egg
3/4 teaspoon salt

Beat in 1 cup of the flour for 2 minutes, using electric mixer.

Add the second cup of flour and beat for 1 minute.

Yeast Cinnamon Rolls (Continued)

Stir in the last cup of flour with wooden spoon.
Turn dough onto a floured bread board.
Knead the dough for 5 to 10 minutes (develops fine texture and volume)

Cover the dough and let REST for 20 minutes.

To shape rolls: Roll dough into a rectangle which measures about 8" x 15". Spread the rectangle with 3 tablespoons of melted butter. Sprinkle over the rectangle a mixture of 1/3 cup sugar and 1 teaspoon cinnamon. Roll rectangle from top to bottom. Seal the edge and ends. Slice the rectangle into 1 inch circles and place each slice in a greased 9 inch round cake pan, cut side up. Cover with waxed paper and refrigerate 2-24 hours.

To Bake: Preheat oven 375°.
Set rolls out of refrigerator 10 minutes before baking.
Uncover. Bake in center of oven 30 to 35 minutes.

After Baking: rolls may be glazed with a mixture 1/2 cup powdered sugar and 2 tablespoons of water. Cinnamon may be sprinkled into this mixture if desired.

SKILLS TO DEVELOP

1. Measuring dry ingredients.
2. Measuring liquids.
3. Preparing pans for baking.
4. Methods of mixing.
5. Interpreting recipes.
6. Operating ovens - gas and electric.
7. Recognizing standards of quality.
8. Procedures for frosting and practice in creativity in decorating.
9. Different techniques involved in baking both quick to bake and yeast products.

XII. Field: Food Preparation and Service 17.29

Learning Packet: Cook 315.381

Description:

Prepares and cooks family-style meals for crews, work crews, or residents and employees of institutions: Cooks foodstuffs in quantities according to menu and number of persons to be served. Washes dishes. Bakes breads and pastry. Cuts meat. Plans menu taking advantage of foods in season and local availability. May serve meals. May order supplies and keep records and accounts. May supervise activities of one or more workers who assist in preparing and serving meals.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Identify the nature of work of a cook. 2. Investigate the qualifications, employment outlook, earnings and working conditions of a cook. 3. Analyze the social characteristics or attitudes of a cook. 4. Understand "a la carte" and "table d'hote" when servers place orders in the kitchen. 5. Recognize the necessity of properly handling of cooked foods to prevent food poisoning. 6. Be aware that Bacteria can make people very sick. 7. Understand how Bacteria grow and show how in one day, one bacterium can multiply into 35,125,000,000,000. 8. Recognize differences in home-sized and commercial sized cooking utensils and equipment.	1. Students talk with cooks in hospitals, restaurants, schools, nursing homes, child care centers, cafeterias, catering services, traveling enterprises and others, and compare the different type of work a cook has to do. (See the job analysis sheet.) 2. Visit the school cafeteria and observe the personnel who cook. Observe the type of equipment they use and care for, safety procedures, hours, pay rate, and experience needed to get that job. 3. Students can explore the qualifications, employment outlook, earning and working conditions of a cook by having 1. classroom speaker, 2. using Occupational Outlook Handbook, and 3. fieldtrips. 4. List the personality traits necessary for a cook because of the cooperation and interaction among the cook and other employees. 5. Display a collection of menus and find "a-la-carte" and "table d'hote" foods listed. 6. Demonstrate difference in style of arranging the food to be served depending whether it's "a-la-carte" or "table d'hote". 7. Ask students to relate experiences they know of or have had involving food poisoning. Teacher could tell of cases she has known of involving food contamination. 8. Identify infectious organism using a microscope to examine food improperly handled. 9. Discuss correct temperatures for food storage.	Occupational Outlook Handbook Department of Health, Education and Welfare Public Health Service Food and Drug Administration 1141 Central Parkway Cincinnati, Ohio 45202 FACT SHEETS Food Handlers Training Slides on bacteria and infection available from Missouri Division of Health State of New Jersey Department of Education Division of Vocational Education Food Service Teachers Guide by Furneisen

OBJECTIVES	ACTIVITIES	RESOURCES
	10. Visit a large restaurant facility such as hospital, hotel, or school and observe the equipment used for mixing, cooking and storing food. Look for walk-in refrigerators and freezers, vats, kettles, mixers, ovens, electronic cooking equipment, etc. 11. Have school cook demonstrate the steam kettles used in cafeteria food preparation. 12. Go into the walk-in refrigerator and observe how food storage is arranged. 13. Use overhead transparencies to stimulate discussion of safety in using large equipment observed on field trip. 14. Demonstrate correct way to taste food being prepared. Show how a separate spoon is dipped into the container and the food then placed into another tasting spoon.	

COOK

SUPPLEMENTS

Growth of Bacteria

Temperature

Handwashing

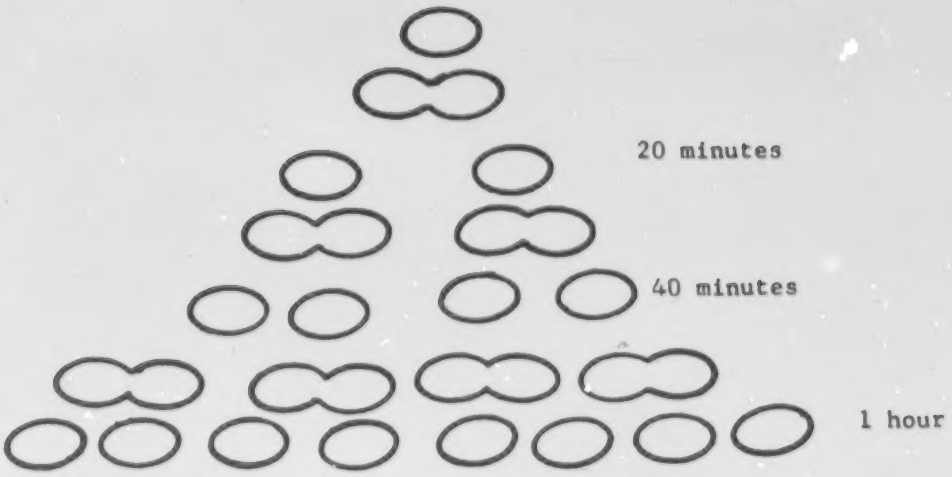
Large Equipment Safety

Small Equipment 1

Small Equipment 2

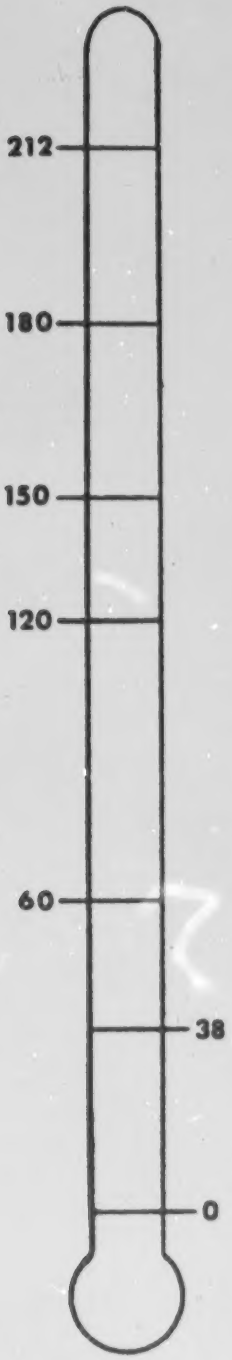
Tasting Food

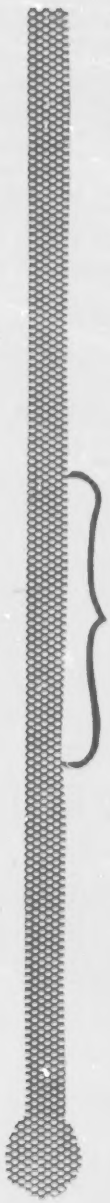
GROWTH OF BACTERIA



In one day, one bacterium can multiply into 35,125,000,000,000.

TEMPERATURE





DANGER
Bacteria grows best

— Water boils

} Hold - Serve hot foods

HOT FOODS

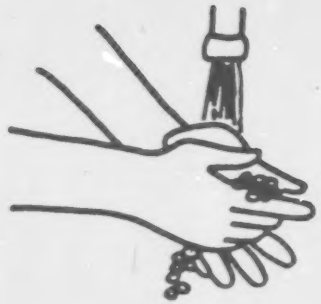
Room temperature

Refrigerator — chilled foods

Freezer — frozen foods

COLD FOODS

HANDWASHING



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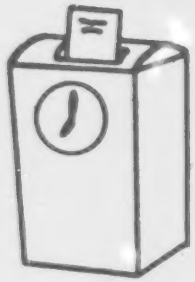
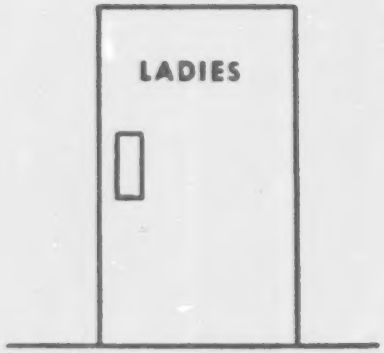


Before
starting work



After
visiting rest room

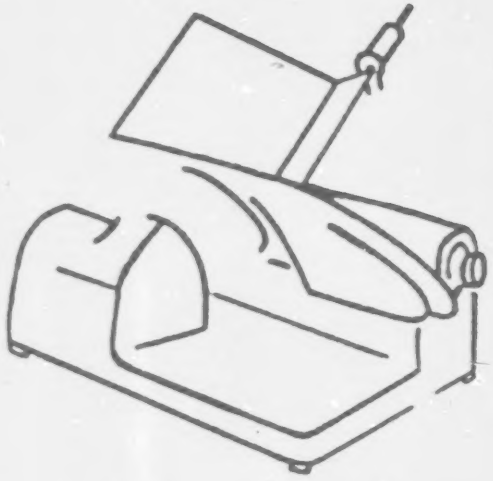
After coughing or sneezing

After smoking

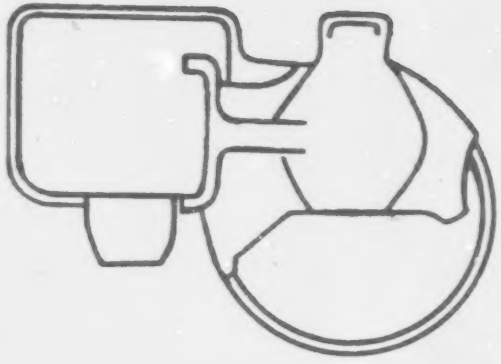
LARGE EQUIPMENT SAFETY

89

90



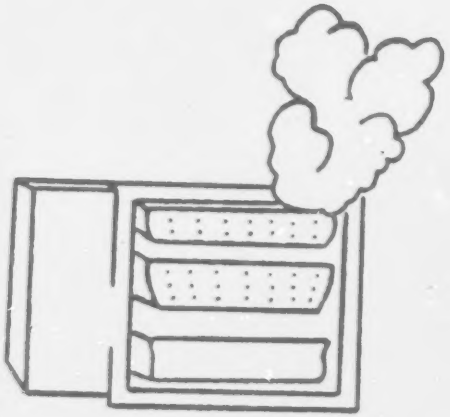
FOOD SLICER



FOOD CHOPPER

STOP CUTS

BE SAFE



STEAMER

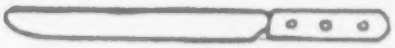
TOASTER

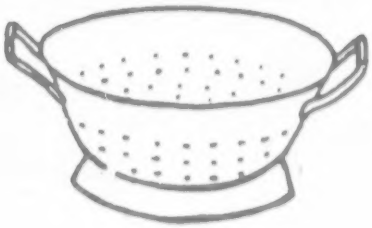
OVEN

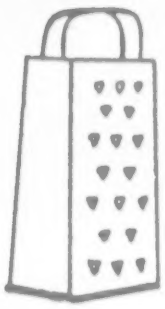
STOVE

STEAM KETTLE

SMALL EQUIPMENT · 1







utility knife

slicer

peeler

paring knife

whip

kitchen spoon

ladle

skimmer

strainer

colander

grater

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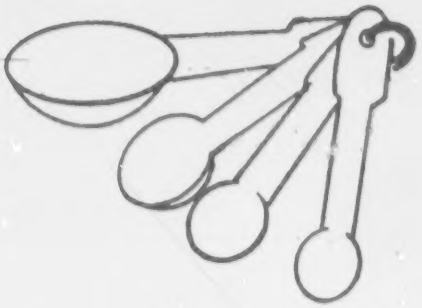
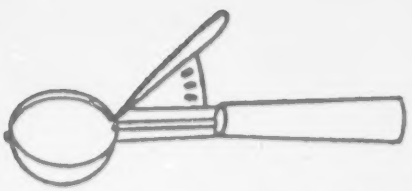
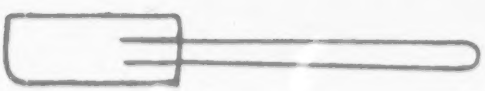
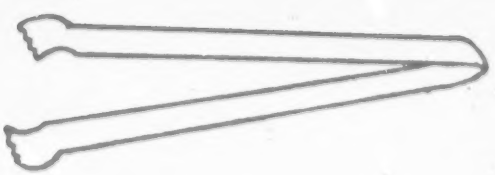
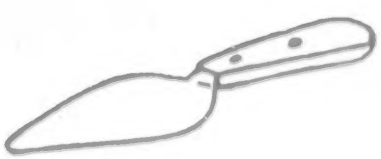
SMALL EQUIPMENT - 2

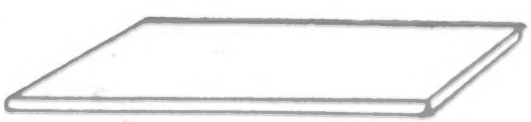












89

measure

measuring cups

measuring spoons

turner

scoop

rubber scaper

tongs

pie knife

cutting board

97

TASTING FOOD

1 Take sample with first spoon.

98

2 Put food in second spoon.

100

3

Move away from pan.
Taste.

NEVER put second spoon in pan.

XIII. Field: Food Preparation and Services 17.29

Learning Packet: Short Order Cook 314.381

Description:

Prepares and cooks to order all kinds of foods which require only a short time to prepare. May carve meats and fill orders from a steamtable. May prepare sandwiches. May prepare beverages. May serve meals to patrons over the counter.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Analyze the duties of the short order cook. 2. Understand the role of a short order cook. 3. Understand the menu form and abbreviations used for short orders. 4. Recognizes ways in which short orders differ from full meal service. 5. Become experienced with use of electrical appliances and cooking equipment.	1. The students should observe interview or talk with a short order cook at work taking note of their: skill memory ability speed dress 2. Read some menus brought to school from restaurants to discover types of foods considered short order. 3. Design a simple menu for a counter type order (example: hamburger, hot dogs, French fries, chips, drinks). The menu should offer a variety of sandwiches, drinks, etc., in order to test the cook's skills and memory. The pupils should exchange employee titles to gain experience as a short order cook. 4. Visit a short order eating establishment and observe duties of the cook. 5. Watch a teacher demonstration of various types of egg cookery that a short order cook might be called upon to prepare. This demonstration also points out how busy a short order cook could be. Include these egg styles: fried sunny side over light or over easy up medium hard scrambled poached soft cooked (3 minute egg) hard cooked omelet 6. Let pupils who have never eaten a particular style egg, sample the demonstration egg.	Job Opportunities In A Restaurant Filmstrip 612-3 - 61 frames, 14½ min. Singer Society For Visual Ed., Inc. 1345 Diversey Pkwy., Chicago. Illinois (Borrow from Iowa Street Visual Aids Department) Give Your Eggs A Break Film Broiling Film (See Appendix G)

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OBJECTIVES	ACTIVITIES	RESOURCES
	7. Invite a short order cook to come to the classroom to give a demonstration. 8. Prepare pancakes and waffles using electric skillet, griddle, waffle irons. Follow safety practices. 9. Discuss frying - panfrying grilling deep fat frying (French frying) Review safety precautions when cooking with hot fat. Carefulness vs. Carelessness -- DISCUSS. 10. Prepare a food by deep fat frying such as donuts, fritters or potatoes.	

SHORT ORDER COOK

SUPPLEMENTS

Easy Lab Lesson for Donuts

Food Service Establishment Survey

EASY LAB LESSON FOR DONUTS

Each unit provided with deep sauce pan
1 qt. of cooking oil
1 pkg. of canned refrigerator biscuits

Directions:

1. Heat fat to 375°
2. Make small hole in center of each biscuit
3. Place biscuits in hot oil and fry til golden brown
4. Dust with powdered sugar or mixture of cinnamon and sugar

Encourage students to practice cooking techniques at home and offer extra credit if a not is submitted from parents varifying the effort.

FOOD SERVICE COMMUNITY SURVEY FOR EMPLOYMENT OPPORTUNITIES

Please use an (x):

I. Food Service Establishment Survey

A. What type of establishment do you own and/or manage?

____ 1. Restaurant
____ 2. Drive-in
____ 3. Motel-restaurant
____ 4. Hospital
____ 5. Nursing home
____ 6. School lunchroom or cafeteria
____ 7. Private club
____ 8. Hotel dining room
____ 9. Hotel coffee shop
____ 10. Supper club
____ 11. Cafeteria
____ 12. Catering service
____ 13. Industrial in-plant service
____ 14. College food service
____ 15. Institutions
____ 16. Child day care centers

B. What type or types of service do you offer?

____ 1. Counter
____ 2. Booth
____ 3. Table
____ 4. Tray
____ 5. Catering
____ 6. Take-out
____ 7. In-car
____ 8. Banquets

II. Employee and Job Survey

C. What is the average number of waiters or waitresses you employ? _____

D. Do you have a hostess? Yes ____ No ____

E. How many chefs, or cooks do you employ? _____

F. Do you have a separate short order cook? Yes ____ No____
If yes, how many? _____

G. In which of these areas do you have the greatest turnover in personnel?

_____ 1. Waiters or waitresses
_____ 2. Bus boys
_____ 3. Cooks
_____ 4. Dishwashers
_____ 5. Kitchen helpers

H. Would you be willing to employ a newly trained, but inexperienced graduate of the one-year Short Order Cook training program?
Yes _____ No _____ If yes, how many? _____

I. What personal characteristics and abilities do you look for in a person you are considering as a short order cook? _____

_____

_____

J. Please list the duties which you would expect a short order cook to perform in your food service establishment? _____

_____

_____

III. Salary Survey

K. What salary would you be willing to pay a newly trained short order cook with no previous work experience? Hourly _____ or Weekly _____

L. Do any of your employees receive raises? Yes _____ No _____

M. Do any of your employees receive raises based upon length of service?
Yes _____ No _____

N. Do your employees receive any fringe benefits? (These include paid vacations; paid sick leave; paid insurance; etc.? Yes _____ No _____
If yes, please list them. _____

_____

O. Are your cooks (short order and the regulars) offered the opportunity for advancement? Yes _____ No _____ If yes, explain. _____

_____

If not, why? _____

IV. Upgrading Survey

P. Are you in favor of having your cook or cooks upgraded by taking refresher courses? Yes _____ No _____ If yes, what courses would you like them to take? _____
Which evening would be most convenient for them to attend?
Mon. ____ Tues. ____ Wed. ____ Thurs. ____ Friday ____

V. General Survey

Q. Would you be interested in being a member of the Advisory Committee which helps to plan, organize, and promote our training program for short order cooks? Yes ____ No ____

R. Would you _____ be willing to
(fill in establishment)
cooperate with our school in providing on-the-job training for
a _____? Yes _____ No_____
(occupation)
If yes, how many trainees may be placed in your center? _____

XIV. Field: Food Preparation and Services 17.29

Learning Packet: Meat Cook 316.781

Description:

Orders, cuts, trims and bones meats to prepare them for cooking, using knives, saw, and cleaver. Must know the parts and best ways to prepare the many varieties or cuts of meat. Knows the proper storage and care of meat.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Identify the variety of meats. 2. Compare meat cuts as to tender and less tender cuts. 3. Identify meat grades and stamps. 4. Understand methods used in cooking meats using moist and dry heat. 5. Recognize correct and safe procedures for carving meats. 6. Understand importance of proper cleaning and care of carving tools.	1. Students and teacher should discuss our many meat sources: (ex. fish, fowls, beef, lamb, pork). They would need to discuss the variety in each source (ex. fish = crab, shrimp, etc.). 2. Teacher may provide students with outlined drawings of beef, pork and lamb. The student can block out the different meat cuts. They can color the less tender cuts red and the tender cuts blue. 3. To become familiar with meat cuts and stamps, students should look at meat in a grocery store, at home, or use a reference book. 4. Students may experiment in cooking meats using different methods of preparation for the same cut of meat to see that moist meats are tender and tasty, if prepared properly. 5. Student can learn to carve the meat after cooking it. 6. Invite school cafeteria meat cook to demonstrate carving techniques and use of the meat slicer. 7. Observe a chef at buffet or smorgasbord table, carve ham, roast or turkey. Discuss how he did it. 8. Practice sharpening knives with flint, or knife sharpener. 9. Point our why sharp knives are safer than dull ones. 10. Read about best methods for washing and storing knives. 11. Watch a demonstration of use of the electric knife.	Kahn's Meat Co. Bring Home the Bacon # 2465. 32 minutes sound film, color Modern Talking Pictures 9 Garfield Place 421-2516. The film shows processing of meat. Excellent for butchering and processing. "Selection and Preparation of Meats" Overhead Projector Transparencies - 3M Company Printed Originals No. 14 Catalogue No. 372 Facts About Meat Livestock and Meat Board 36 S. Wabash Chicago, Illinois 60603 Pamphlet See Career Orientation Food Industry Teachers Manual - Ch. 12 Butchering

CAREER EXPLORATION - Grades 9-10

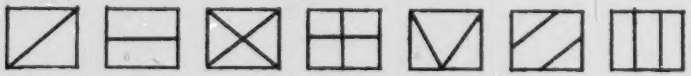
XV. Field: Food Preparation and Services 17.29

Learning Packet: Kitchen Helper - Pantryman 317.884

Description:

Prepares salads, appetizers, fruits, melons, and gelatin desserts. Washes, peels, slices and mixes vegetables, fruits or other ingredients for salads, relishes, cold plates, and garnishes. Mixes of green onions, celery, radishes and olives. Prepares dressings, such as Thousand Island, French and Roquefort, to be served on green salads. Peels, cleans and cuts fruits to be served for breakfast or compotes. Carves and slices meat and cheese. Prepares fruit or seafood cocktails and hors d'oeuvres.

OBJECTIVES	ACTIVITIES	RESOURCES
1. List the duties, responsibilities and qualifications of a salad person. 2. Use and care for the equipment needed in making salads and hors d'oeuvres. 3. Select a variety of salad recipes. 4. Selects recipes and ideas for hors d'oeurves, salads and relishes. 5. Shop, identify, and select various salad greens, fruits, vegetables, and other foods associated with a salad preparation job. 6. Prepare salads, hors d' oeuvres, relishes, and dressings. 7. Plan a salad bar 8. Develop techniques for sandwich making and serving. 9. Identify common tools to portion food.	1. The students may observe, interview or talk with a salad person to become more familiar with his job and responsibility. Visit salad lady in your school lunchroom and discuss her job duties and salary. 2. Practice using equipment necessary for salads and hors d'oeuvres. Provide each student with paring knife, vegetable peeler and 1 large potato to cut by slicing, dicing, mincing, chopping, cubing. CR Set up each kitchen unit with a different fruit or vegetable to be peeled and pared and arranged for display. Cabbage - shredded: finely, course, use grater, French knife, blender Oranges - Grapefruit - Segments, juiced, slices, sectioned Carrots - cleaned, sliced, diced, cubed grated Tomatoes - Variety of slices horizontal, vertical wedges, chopped, julienned Pineapple - Use French Cook's Knife Banana - Scored slices, lemon juice to prevent browning Avacado - Remove seeds, peel, slice Potatoes - cut for French fries, mashing, home fries, roasting, chips, potato salad. 3. The students should select various salad recipes from their mothers or cookbooks. The recipes should vary in the type (ex. gelatin, vegetable, fruit, green, etc.) 4. Students could collect ideas and recipes for hors d'oeuvres, salads and relishes. Using magazines, cookbooks, pamphlets and T.V.	Serving Meals Attractively Filmstrip #6334 AVA catalogue Artist in the Kitchen filmstrip #7576 AVA catalogue All About Garnishes filmstrip Ecko Cookware and Housewares Franklin Park, Illinois 91966 Song of the Salad H. J. Heinz Co. "Food Sanitations Utensils and Equipment" (F 148k2) U.S. Public Health Services, Communicable Disease Center Atlanta, Georgia "Food Sanitation Washing and Storage" (F 148 K3) FS 35mm Color, silent 65 frames U.S. Public Health Service

OBJECTIVES	ACTIVITIES	RESOURCES
113	5. The students should make out their market order and shop for their supplies, if possible, in order that they can become familiar with selecting good products, comparing prices and see different produce available for salads. 6. Visit produce store or produce department of a grocery store. 7. Prepare salads, hors d'oeuvres, relishes, and dressings. Gains practice in washing, peeling, and preparing salad foods. 8. Visit a nearby greenhouse where lettuce and tomatoes are grown. 9. Students can plan a salad bar, smorgasbord or luncheon in order that they can become familiar with some new and different types of salad. 10. Pupils should fill in the lab evaluation sheet. 11. Invite a caterer to demonstrate salad, sandwich making, tray arrangements, garnishes, etc. 12. Illustrate various ways of cutting and serving sandwiches such as:  13. Review overhead transparencies which show tongs, scoop, plastic gloves, spatula, spoon.	

KITCHEN HELPER - PANTRYMAN

SUPPLEMENTS

Definitions of Processes in Food Preparation

Salad Preparation (2)

Garnishes (1)

Greens (2)

Knife Safety (3)

Building a Sandwich (5)

Making Sandwiches (4)

Tools To Portion Food (3)

DEFINITIONS OF PROCESSES IN FOOD PREPARATION

Bake - to cook in an oven or oven type appliance; covered or uncovered containers may be used

Beat - to make a mixture smooth or to introduce air by using a brisk, regular motion that lifts the mixture over and over.

Blend - to mix thoroughly two or more ingredients.

Boil - to cook in water or a liquid mostly water in which bubbles rise continually and break in the surface. The boiling temperature of water at sea level is 212°F.

Bread - to coat with bread crumbs alone or to coat with bread crumbs, then with diluted slightly beaten egg or evaporated milk, and again.

Broil - to cook by direct heat.

Chop - to cut into pieces with a sharp tool, as a knife.

Cream - to work one or more foods until soft and creamy, using a spoon or wooden paddle, or other implements applied to fat and sugar.

Cut in - to distribute solid fat in dry ingredients by chopping with knives or a pastry blender until finely divided.

Dice - to cut into cubes.

Fold - to combine by using two motions, cutting vertically through the mixture and turning over and over by sliding the implement across the bottom of the mixing bowl with each turn.

Knead - to manipulate with a pressing motion accompanied by folding and stretching.

Marinate - to let food stand in a marinade - usually an oil-acid mixture like French dressing.

Mince - to cut or chop into very small pieces.

Pare - to cut off the outside covering.

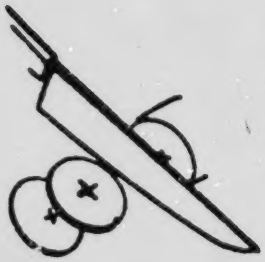
Peel - to strip off the outside covering.

Saute - to brown or cook in a small amount of fat.

Toast - to brown by means of dry heat.

Whip - to beat rapidly to produce expansion, due to incorporation of air applied to cream, eggs, and gelatin dishes.

SALAD PREPARATION



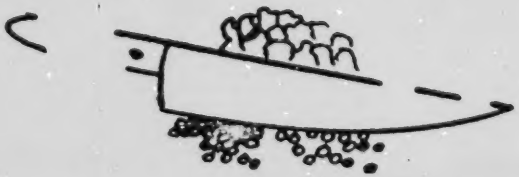
SLICE

PEEL

TOSS

SHRED
or
GRATE

CUBE

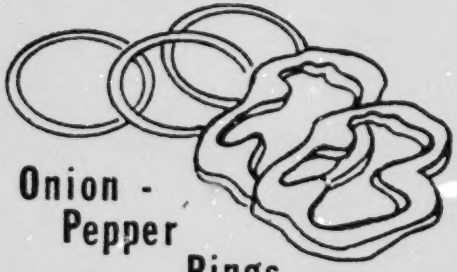


CHOP

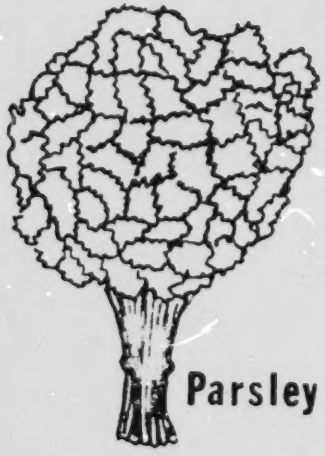
GARNISHES

Radish Flowers

Carrot Curls



Onion - Pepper Rings

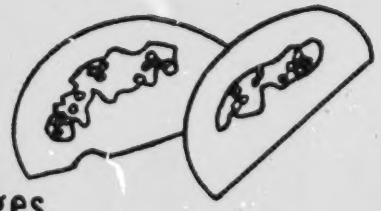


Parsley

Pickle Fans

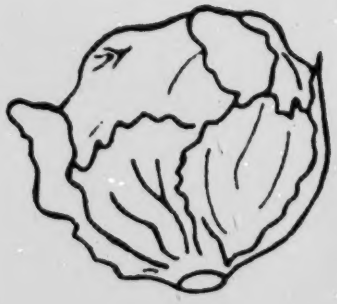
Cherry Tomatoes

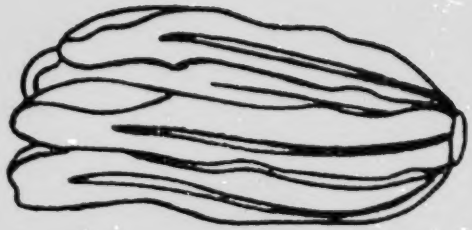
Cucumber Slices

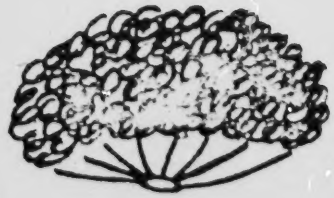


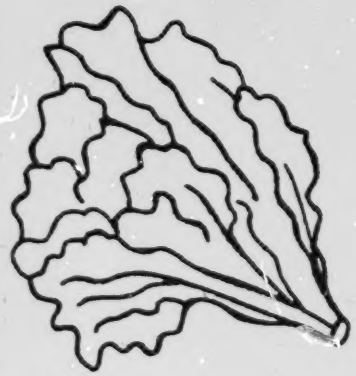
Tomato Wedges

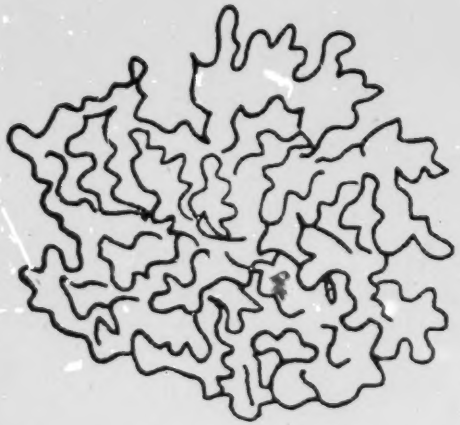
GREENS











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HEAD LETTUCE

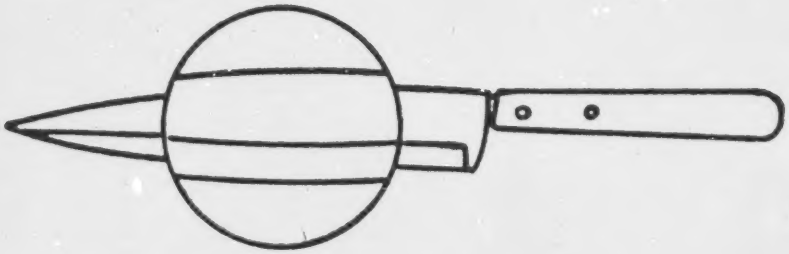
CURLY ENDIVE

ROMAINE

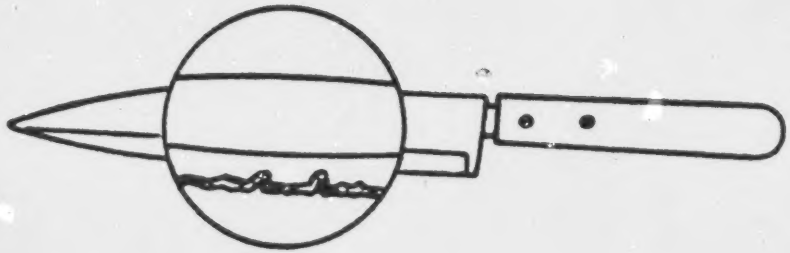
LEAF LETTUCE

ESCAROLE

KNIFE SAFETY



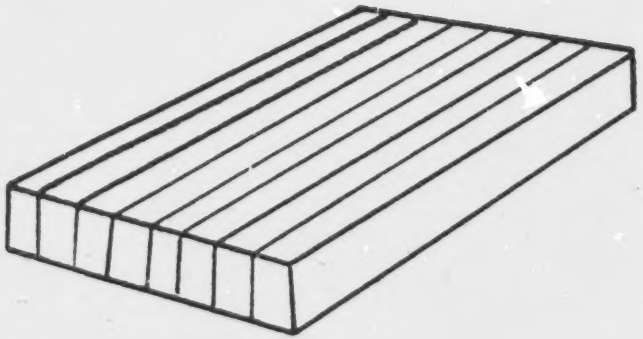
Sharp knife



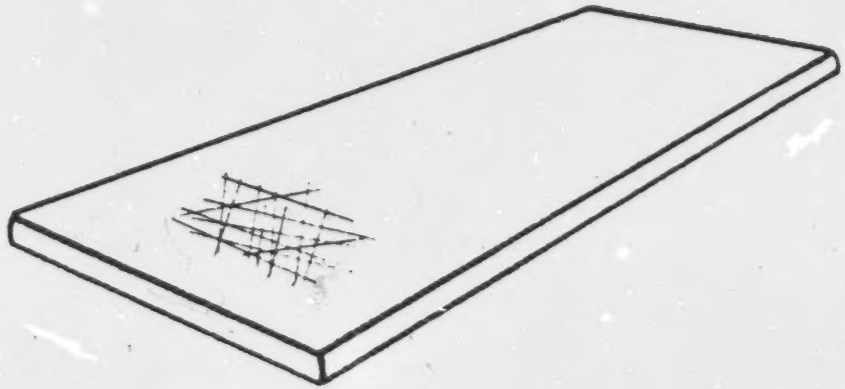
Dull knife

121

122

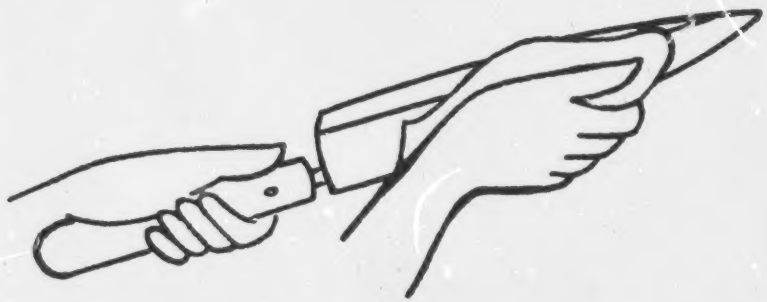


RIGHT



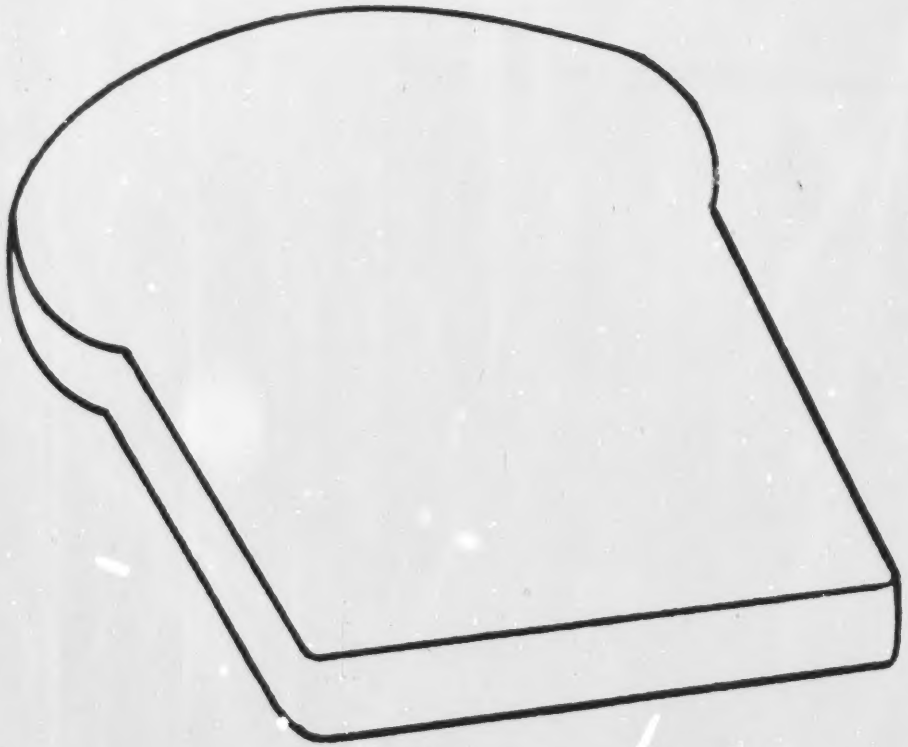
WRONG

123



Cleaning the Knife

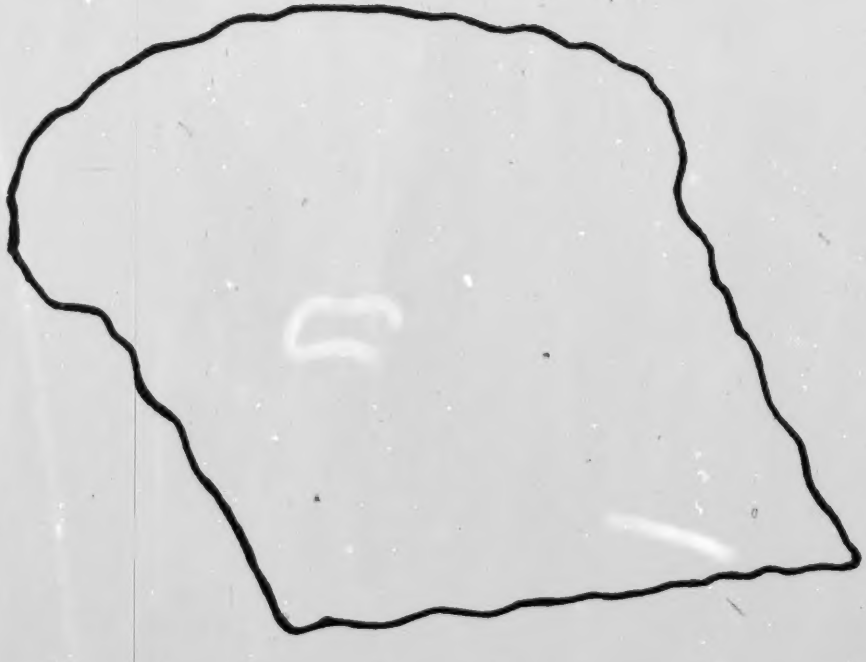
BUILDING A SANDWICH



BREAD

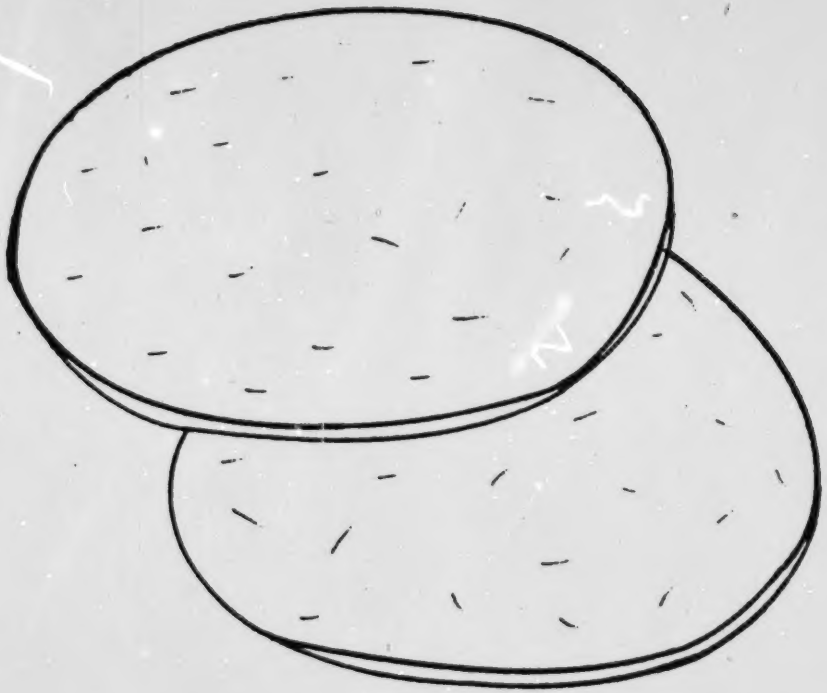
124

125

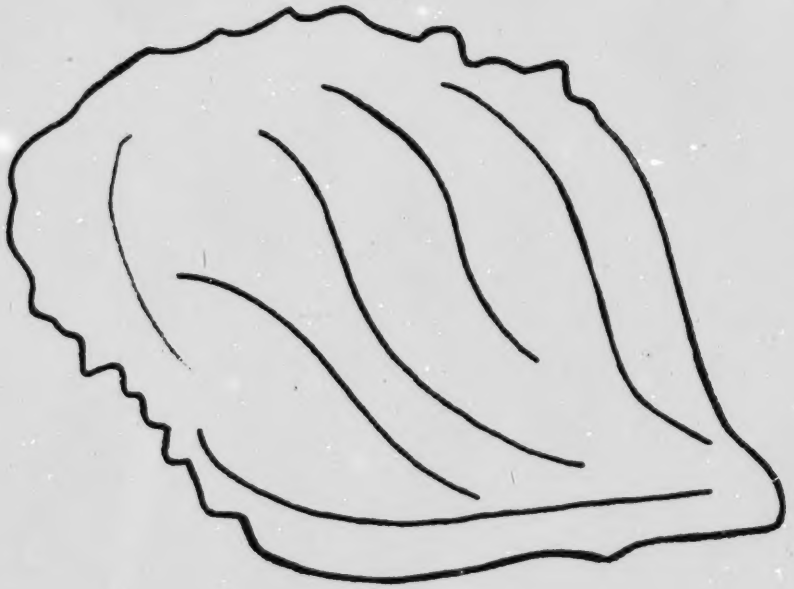


SPREAD

126



FILLING



LETTUCE

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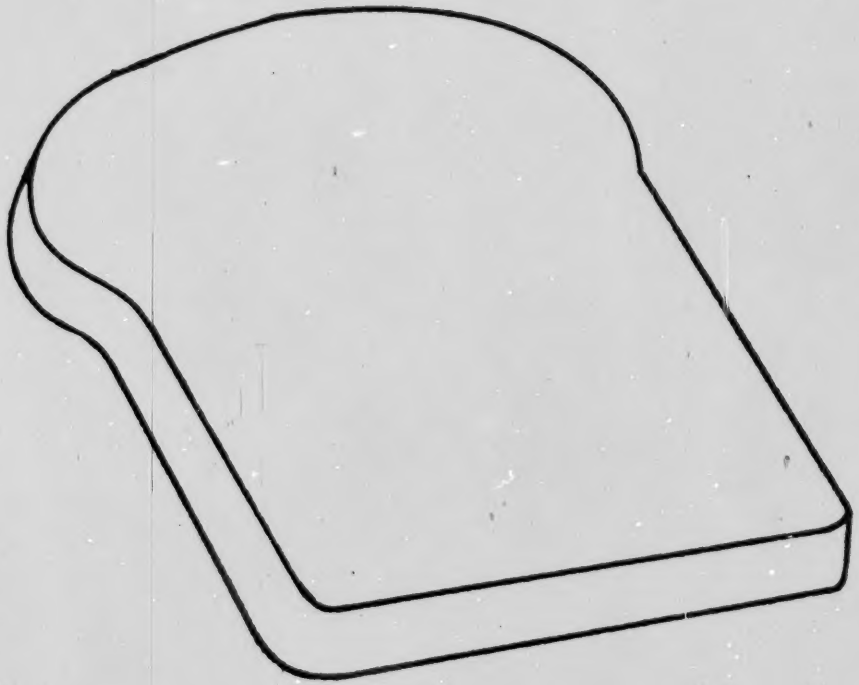
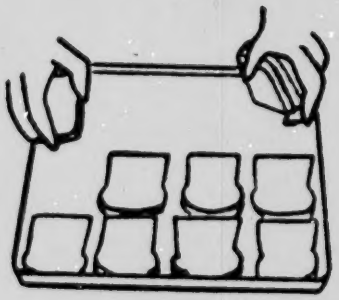


BREAD

MAKING SANDWICHES



WORKER 1

129

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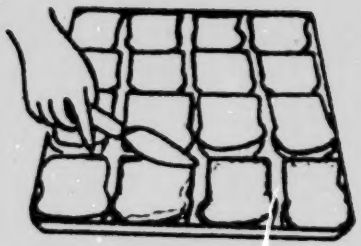

WORKER 2

WORKER 3

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WORKER 4

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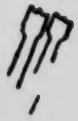
TOOLS TO PORTION FOOD



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SCOOP

TONGS

PLASTIC
GLOVES

134

SPATULA

KITCHEN SPOON

CAREER EXPLORATION 9 - 10 Grades

XVI. Field: Food Preparation and Service 17.29

Learning Packet: Beverage Worker-Coffee Man/Girl 317.884

Description:

Brews coffee, tea and chocolate, using coffee urns, drip or vacuum coffee makers, teapots, drink mixers, and other kitchen equipment. Performs various duties to assist in filling customers orders, such as cooking hot-cakes and waffles, boiling eggs, and making toast. Cleans and polishes utensils and equipment used in food and beverage preparation. May serve coffee. May prepare and issue iced beverages, such as coffee, tea and fountain or bottled drinks, to be served by waitress.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Analyze the job of a Beverage Worker. 2. By involvement in the activities of the job the student will demonstrate his ability to perform the skill. 3. Recognize the many types of beverages which may be prepared by the Beverage Worker, including coffee, tea, milk, hot chocolate, fruit juice drinks, carbonated beverages. 4. Become acquainted with the variety of equipment a beverage worker will use in preparing beverages such as coffee makers, blenders, heating units, dispensers, ice crushers. 5. Learn to select appropriate dishes for serving beverages, and how to prepare beverages quickly, keeping the correct temperature and avoiding spills.	1. Talk with a Beverage Worker - Coffee Man/Girl. 2. Gather and submit information concerning training required, promotional advantages, work hours and benefits. 3. Have experience in making a variety of different kinds of coffee and tea. 4. Practice serving beverage to teacher and administration. 5. State in a paragraph why you would or would not want to be a Beverage Worker. 6. Discuss types of soda fountain items and basic procedures for their preparation. Teacher demonstrate blender made malts and shakes. 7. Demonstrate coffee making in variety of coffee makers. Discuss use and care of coffee equipment. 8. Arrange a field trip to a restaurant having counter service. Observe how the Beverage Worker performs his duties. 9. Practice pouring hot beverages from heavy container to cup and delivering to patron at counter or table, without spilling. 10. Overfill a tray of glasses with water and walk around and past tables and chairs to show amount of spilling. Repeat with normal serving and compare. 11. Practice pouring beverages at the table, with customer sitting and other food and dishes on the table.	

OBJECTIVES	ACTIVITIES	RESOURCES
	12. Brew urn of coffee to be served at faculty function. Properly clean the urn for next use. Emphasize proper handling of beverage containers. Sanitary practices in serving.	

CAREER EXPLORATION - 9-10 Grades

XVII. Field: Food Preparation and Service 17.29

Learning Packet: Dietitian 077.168

Description:

Plans and directs food service programs in hospitals, schools, restaurants, and other public or private institutions. Plans menus and diets providing required food and nutrients to feed individuals and groups. Directs workers engaged in preparation and serving of meals. Purchases or requisitions food, equipment, and supplies. Maintains and analyzes food cost control records to determine improved methods for purchasing and utilization of food, equipment, and supplies. Inspects work areas and storage facilities to insure observance of sanitary standards. When employed in schools, hospitals, or similar organizations, instructs individuals and groups in application of principles of nutrition to selection of food. May prepare educational materials on nutritional value of foods and methods of preparation.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Analyze the job of a Dietitian. 2. Demonstrate some Dietitian skills. 3. Recognize the importance that the Dietitian plays in the recuperation and well being of those for whom she plans and prepares meals. 4. Evaluate the activity.	1. Have students visit some college classes that a dietitian would be required to take. 2. Talk with some dietetic interns to gather information on how to become a dietitian. 3. Have a dietitian talk with the class stressing 1. Educational requirements 2. Personal characteristic 3. Salary and benefits 4. Availability of promotion 5. Types and places of possible employment 4. Make some menus and diets for an individual with diabetes, high blood pressure, heart problems. 5. Relate personal experiences of family members who are or have been on special health diets. 6. Students can write a paragraph on the reasons they would or would not become a Dietitian. 7. Take a field trip to nearby hospital, nursing or convalescent home or home of the aged and visit the dietary department. 8. Research from library books - food elements, their functions and list foods which provide these nutrients.	Dietitian Aide Texas Technical University, Sept. 1969

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XVIII. FUTURE EDUCATIONAL OPPORTUNITIES

Vocational Home Economics
Job Training
Food Service

Objective: To encourage pupils to participate in the food service job training program by providing information and counseling at the 9th and 10th grade level in order that pupils are properly prepared to enter the vocational training classes during the 11th and 12th year.

Resources: Careers For Youth in the Food Service Industry
Vocational Guidance Manual
Division of Education
National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

1. Have school counselor speak to class on entering vocational training classes.

2. Invite vocational teacher to tell about the Food Service course.

3. Invite students enrolled in job training classes to tell what kind of training they are getting.

4. Examine the student job training pamphlet.

5. Discuss entry job opportunities in Food Service Industry as well as opportunities for advancement.

6. Include students and parents in counseling sessions on program planning.

7. Visit the vocational department to observe the facilities and students who are enrolled in the course.

8. Have lunch at the student operated facility and observe duties performed by waitress, busboys, hostess, cashier, etc.

9. Invite someone from Restaurant Association to speak to class about the opportunities in Food Service Industry.

FOOD MANAGEMENT, PRODUCTION, AND SERVICE PROGRAM

Course Description

The food service program prepares individuals for employment related to institutional and commercial food services. Instruction includes orientation to the world-of-work, related instruction based on occupational offerings, and work experience for a skill development in any job associated with the kitchen, dishroom, or serving area. Supervised laboratory experience in the food service program provides skill development in managing, supervising, purchasing, planning, receiving, inspecting, storing, producing, serving, dishwashing, sanitizing, and bookkeeping.

Students who are involved in the in-school food services program operate a restaurant. The student activities within the laboratory area consist of planning and preparing food for the restaurant operation, serving food to patrons, and managing the restaurant.

The in-school laboratory experience trains the students to use hand tools of the commerical foods trade. It also trains students to perform the operations of the trade including working with commercial size heavy duty range, gas fired broiler, convection oven, deep fat fryers, steamers, and commercial dishwashers.

The majority of food preparation workers are responsible for the preparation of food for guests. The food workers prepare food in large quantities, estimate food consumption, and may even create new dishes. Upon entering the world-of-work the workers' responsibilities may be increased to creating new dishes and supervising other cooks.

Service workers are responsible for the selling of the food to the guests. As the student comtemplates employment, he should realize that consumers using his services will be patrons of restaurants, hotels, and other eating establishments. Therefore, the student should recognize the factors involved in the service of food. Service workers are trained in bus service and table service techniques (including types of service, meeting the public, procedures for setting tables, writing and placing orders, serving the food, presenting the check, and sanitation.)

All food service programs are structured to prepare employees for employment in any food service business at any level. All trainees are expected to fulfill certain competencies such as the ability to read, write, follow direction, and to work relatively simple mathematical problems. The food worker's progress is limited only by his interests, abilities, and training, since the food industry offers numerous possibilities for employment and advancement. Through experience, interest, and motivation, the employee may progress to advanced levels of employment.

Upon satisfactory completion of the Food Management, Production, and Services course, the student should be qualified for employment in a variety of food service operations, including restaurants, cafeterias, drive-ins,

specialty houses, hospitals, nursing homes, industrial or educational facilities. Advanced training includes additional experiences in the planning and serving of food and in the managerial and supervisory aspects of the food service program.

The highlight of the Food Management, Production, and Services Program will be the operation of a restaurant on a commercial basis. The visitors' dining area will have a seating capacity of 75. The use of carpeting, draperies, indirect lighting, air conditioning and Mediterranean, modern, or contemporary decor will lend a professional atmosphere to the training restaurant center. The facility will consist of situations typical of restaurants. Included in the physical set-up of the restaurant will be different types of furniture placement, an area for the hostess to receive guests, and a cash register. Private male and female restrooms will be available. The facility may be utilized by school staff members, the community (including civic organizations, PTA's, and women's clubs), and any private organization wishing to use the facilities.

Type of Program

Student Capacity: 25

Food Management, Production, and Services I: grade 11
Food Management, Production, and Services II: grade 12

The Food Management, Production, and Services Program is a two-year program consisting of 15 class hours of instruction per student per week. Instruction is devoted to in-school job training with laboratory and related instruction included in the 15 hours.

The Food Service laboratory covers a 4500 sq. ft. area. Included in the facility will be a training laboratory, dining room, and related classroom.

XIX.
APPENDIX

A. JOB ANALYSIS

Name of Job Explored: _____

1. Briefly describe in the space below the main duties of the job.

2. What manual skills does the job require?

3. What school subjects are most important to this job?

4. Is the job primarily for men, women or both?

5. How many hours of schooling does the job require?

6. How many hours a week does the job require?

7. What days of the week would you have to work?

8. What shifts would you be required to work?

9. Would you be paid by the hour or by slaary?

10. What would be your starting pay?

11. What would be the highest pay you could earn on this job?

12. Are job opportunities in this field increasing, decreasing or remaining the same?

13. Are there opportunities for promotion to better positions in this job?

14. What part of the job was most pleasing to you?

15. Does the job require you to take any special tests before you can enter the field?

16. Does the job require overnight travel?

17. If you fulfill all the requirements, how would you go about getting the job?

18. Is there an age requirement?

19. Is there any restriction on dress and cleanliness?

B. FIELD TRIP

The suggestions listed below may be followed in planning and establishing field trips:

1. Always telephone the company with sufficient advance time for scheduling the tour.

2. Plan for adequate teacher supervision that is required by the company you are going to visit.

3. Plan to accommodate only the number of pupils that a company will accept.

4. Always instruct pupils in advance of the tour as to what occupations they will be observing.

5. Discuss with pupils different types of questions they could ask while on the tour.

6. Always write a thank you letter to the company that you visited. Point out in the letter individuals that performed outstanding service to your group.

7. When making arrangements for tours, stress that the company which you will be visiting points out and explains occupations and career opportunities that are available to the pupils.

8. The teacher and student should evaluate the tour. (See the suggested Tour Evaluation sheet.)

C. TEACHER EVALUATION OF TOUR

Organization or Company _____ Address _____

Teacher _____ Subject Area _____

Grade level _____ Number of Pupils Taken _____

	Superior	Very Good	Good	Fair	Poor
Teacher Response to Tour					
Pupil Response to Tour					

Sufficient Supply of Guides YES _____ NO _____

Were Occupations Explained to Pupils? YES _____ NO _____

Were career opportunities expressed to pupils? YES _____ NO _____

What occupations were seen by pupils:

_____ _____ _____

_____ _____ _____

_____ _____ _____

Additional Tour Description: _____

_____

_____

D. STUDENT EVALUATION OF TOUR

Student Name_____

Organization or Company_____ Address_____

Grade level_____ Subject Area_____

Describe the main duties of the job_____

_____

What skills are involved?_____

_____

What school subjects would be most helpful in securing this job?_____

_____

How much education does this job require?_____

_____

When (days and hours) would one perform this job?_____

_____

What would be the highest wage one could hope to earn from this position?_____

_____

Is one required to take a special test to enter the field?_____

_____

What is the most interesting or pleasing part of the job?_____

_____

E. LAB EVALUATION SHEET

Rating of _____ Rated by _____ Date _____ Score _____

Points	5	10	15	Score
1. Grooming:	Untidy hands or nails dirty, hair in disorder and unconfined. No apron; dressed unsuitable or soiled	Reasonably well groomed; hair neat but not held in place. Apron wrinkled or inappropriate; dress suitable and clean.	Immaculate. Hair held in place by band, net cap, or scarf. Apron and dress appropriate, fresh, and unwrinkled.	_____
2. Work Habits:	Allows work space to become messy and cluttered with dishes, utensils, and supplies. Does not wash articles clean or put them away properly after use. Doesn't place soiled towel in proper place to be washed. Is awkward, slow or noisy.	Keeps work space clean but not very orderly; uses too many dishes and utensils but washes them clean and puts them back where they belong. Does not wash towels clean or hang them straight. Reasonably skillful, seldom noisy.	Keeps work space clean and orderly. Uses minimum number of dishes and utensils, and leaves them all shining clean and in place. Washes towels clean and hangs them in place. Works expertly and quietly.	_____
3. Sanitary Habits	Does not wash hands before starting to work; wipes hands on apron. Dips fingers in food or uses soiled spoon to taste food.	Washes hands before beginning work and wipes them on towel. Uses finger to mix food, grease pans, and so on. Rinses spoon between tastings.	Washes hands frequently; dries them on towel. Never touches food unless hands are clean, and only necessary. Uses clean spoon for tasting.	_____
4. Safety Habits	Uses apron or towel for pot holder. Turns on gas before lighting match. Handles cutting tools carelessly.	Sometimes uses pot holder; does not always light burner properly. Handles cutting tools awkwardly.	Uses appropriate holder when needed. Turns on burner after lighting match. Uses cutting tool properly.	_____

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Points	5	10	15	Score
5. Ability to follow directions	Does not follow directions; asks many questions or makes many mistakes.	Follows directions if explicit and stressed; requires little supervision; makes few mistakes.	Carries out directions carefully without supervision. Makes very few mistakes.	____
6. Management	Keeps few if any food supplies or silver in unit. Seems to have no plan of work or uses wrong sequence. Uses inefficient methods and unsuitable utensils or equipment. Does not finish on time.	Has staple food supplies and dishes and silver for one cover. Makes only sketchy plans. Takes too many steps. Is rushed toward the end of the period but usually finishes work on time.	Has in unit staple supplies, dishes, china, silver and place mats to set table for four. Uses efficient methods and suitable utensils and equipment. Finishes work on time or ahead of schedule.	____
7. Use of fuel and supplies	Fails to regulate heat in oven or top of stove units; opens oven door frequently. Has a full garbage pail.	Is likely to keep heat on too long, or too open oven several times to check on cooking. Sometimes wastes food.	Regulates heat in oven and surface units. Seldom opens oven except to put food in and to take it out. Does not waste food.	____

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Total your score and compare it with other class members.

F. TERMINATION PROJECT

OBJECTIVES	ACTIVITIES	RESOURCES
1. Demonstrate some of the skills and jobs explored in this course by planning for and operating a food institution.	1. The students can operate a food institution such as a buffet, snack shack, breakfast house, tea room, etc. considering: 1. menu 2. market order 3. decor (table arrangements, decorations, dishes, glassware, linens) 4. advertising (type of customers) 5. time 6. job assignment 7. financing	
2. Identify the jobs they are best qualified for.	2. Students can select the positions that they are best qualified for. They can fill out an application form and have an interview for job.	
	3. Use tape recorder and interview students about benefits of the course and their future ambitions.	

G. TRAINING FILMS

Some of these films will be available through the Audio Visual Aid Center on Iowa Street. A catalog is available at each school.

* Courtesy: Food Service Is People Service

How You Look When It Counts

Taking An Order

* Presentation of Food and Beverage

Table Settings

Rush Hour Service

Give Your Eggs A Break

Deep Fat Frying

The Hamburger Sandwich

Broiling

* A Cool Head for Salads

Short Order Cookery

* Mr. Bus Boy

* Sandwich Preparation & Presentation

* These films are housed at Hughes High School but can be ordered to use in other schools.

For additional source of pamphlets, booklets and literature contact Mrs. Margaret Warren, Hamilton County Agriculture Center, Winton Road, Greenhills, Ohio.